

# CALIFORNIA EDUCATION

OFFICIAL PUBLICATION OF THE CALIFORNIA STATE DEPARTMENT OF EDUCATION

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You Think!**

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# CALIFORNIA EDUCATION

Vol. III, No. 9

May, 1966

Published monthly, September through June, by the California State Department of Education

**MAX RAFFERTY**  
Superintendent of Public Instruction

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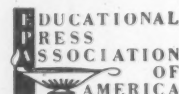
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**SUBSCRIPTIONS**—The price per subscription is \$4 per year or 40 cents for single copies. Back copies, when available, cost 42 cents. Subscriptions and orders for back issues should be sent to the Bureau of Textbooks and Publications Distribution, State Department of Education.

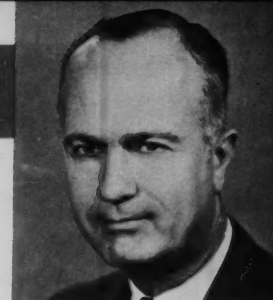
**THE COVER PHOTO**—Judith Jacobson, who is helping a pupil in Mrs. Louise Brown's class at Lincoln Elementary School, is one of more than 500 members of School Resource Volunteers who are providing a variety of invaluable services to Berkeley teachers and schools. How this group mobilized to prevent educational cutbacks when voters rejected an increased school tax and how it won the enthusiastic support of teachers, school administrators, and the Berkeley Board of Education are described in an article beginning on page 11.



Entered as second-class matter at the Post Office at Sacramento, California

# FROM THE SUPERINTENDENT EDUCATION IN DEPTH

BARNEY FITZPATRICK  
SECTION EDITOR



MAX RAFFERTY

## LAUREATE CITATION . . .

Epsilon Pi Tau, the international honorary professional fraternity in industrial arts and industrial vocational education, awarded Max Rafferty a laureate citation at the 28th Annual Convention of the American Industrial Arts Association. The award, presented to Dr. Rafferty following his address to the delegates, reads:

To Max Rafferty—

For early sensing that the security of a free society is based on its institutions, one of the principal of which is education,

For many writings and addresses, but especially for his authorship in 1962 of an educational classic, *Suffer Little Children*,

For being the elected State Superintendent of Public Instruction of California, the nation's largest school system, and

For being one of the most articulate and courageous American educational leaders concerned with the welfare of youth.

In his speech, "Education—the Storm Center," Dr. Rafferty identified for the delegates "four of the whirlwinds currently kicking up a storm all across the educational horizon":

- Reading (and phonics)
- Academic freedom in our colleges
- Definition of a "good" school
- The "purpose" of education

After discussing each of the whirlwinds, Superintendent Rafferty concluded in this way:

In the light of the colossal threat now facing us on every continent, in every sea, and out into the void of interplanetary space itself, surely Education has not only the moral obligation but also the positive charge laid upon her to affirm the lasting values which have made this nation unique of all God's handiwork, and to make as certain as mortal, fallible man can ever be that these precious, irreplaceable things are not lost irrevocably through disuse and contempt.

For education 1966, nothing more is really necessary. But nothing less will do.

## AWARDS TO STAFF . . .

C. Carson "Casey" Conrad, Chief of the Bureau of Health Education, Physical Education, and Recreation, has been named Alumnus of the Year by the University of California at Santa Barbara Alumni Association. The award, which is the highest honor the alumni body can confer, praised "Casey" for his service in local, state, and national programs.

The award also cited Mr. Conrad's role in the physical training of America's aviators when he was a member of the Army Air Force, and his selection by President John F. Kennedy as a special adviser to the President's Council on Physical Fitness.

Flora M. Daly, Consultant in Education of the Mentally Retarded, has been awarded an honorary life membership in the California Congress of Parents and Teachers, Inc., in recognition of her years of service to mentally retarded children.

Miss Daly came to California in 1950 to make a special study of schools for the mentally retarded. The project was sponsored by the Rosenberg Foundation under the direction of San Francisco State College. At the end of this project, Miss Daly worked for a year as the Director of Special Education in Stanislaus County.

Francis W. Doyle, Deputy Superintendent of Public Instruction, is the 1966 winner of the California Association for Neurologically Handicapped Children's Award of the Year.

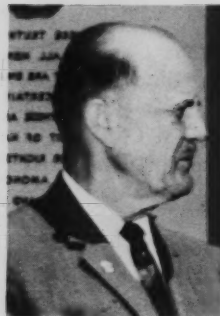
This award, which is given in recognition of outstanding service to the education of neurologically handicapped children, was presented to Dr. Doyle at the association's annual meeting earlier this year. He was praised for his leadership in directing the development of special education programs for educationally handicapped minors and for helping secure legislation necessary for such development.

# It's Later Than You Think!

By C. C. Trillingham

*Los Angeles County Superintendent of Schools*

We have concluded another observance of Public Schools Week. Thousands of citizens have visited their schools. Hundreds of speakers have talked about the importance of public education as the major hope



*C. C. Trillingham*

of the next generation and the main unifying force in our society. We have listened to some ringing declarations such as:

"No other nation has attempted to provide educational opportunity for so many for so long."

"Education is the one certain door to opportunity."

"Let each become the best he is capable of becoming."

"Selection of local school board members by their fellow citizens to operate their public schools under state law distinguishes American education from every other system and is the best insurance for keeping the schools close to the people."

"The separation of church and state is essential to the maintenance of a free society."

"Constitutional government and a private enterprise economy are two of the foundation stones of freedom."

## All Worthy Concepts

These are all worthy concepts. There was a time when school administrators and board members could do something rather tangible about realizing these concepts.

Let's face it! Today, forces outside education and outside local communities are having great influence on the schools and their educational programs. I have editorialized before on the direction (if not control) of education by great foundations, powerful political figures, and leaders of higher education. In California, irrespective of the honesty and intelligence of its individual members, a politically appointed State Board of Education is leaving less and less re-

sponsibility and discretion to local boards elected by the people.

## One Lone Educator

The Governor of California has recently announced his appointment of a 24-member citizens' committee to "draft a master plan for the public elementary and secondary schools comparable to the state's master plan for higher education." The committee members are distinguished citizens representing many fields of interest. One lone former school superintendent has been selected; no other public school teachers, administrators, or board members are included in this committee. One can't help but ask:

- Is this by design or accident, and why?
- Are training and experience liabilities in studying, evaluating, and improving the public schools?
- Would it be logical to have a committee to set up a master plan for medical education and hospitals without including some doctors on the committee?
- Would the Governor form a committee to develop a master plan for the courts without including a number of lawyers in the group?

As I recall, a predominant number of the committee members who drafted the master plan for higher education were practitioners in higher education and represented the state university, the state colleges, the junior colleges, and the private, independent colleges and universities. What is the justification for not including on the new committee some respected representatives of the school systems to be studied? Who advised the Governor that such a citizens' committee should launch a study of the public schools at this time and who advised him regarding prospective members who might be selected to serve on this committee, and why?

If the Governor and the State Board of Education continue to bypass local educators and board members, if they want just a handful of large districts to deal with in California, why not go all the way and do away with local boards? Then it would be logical to work through a Minister or Commissioner of Education and dispense political patronage in and

*(Continued on page 5)*

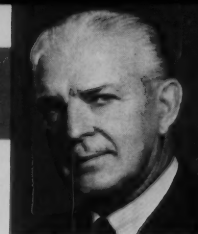


# JUNIOR COLLEGE EDUCATION

## Charge to Advanced Placement Committee

By Mrs. Talcott Bates

Member, State Board of Education



JOHN N. GIVEN  
SECTION EDITOR

Perhaps the fruition of a hope, or dream, means much more when the struggle to achieve it has been long. So it is in this particular case.

The State Board of Education looks on this



Mrs. Talcott Bates

meeting today as a giant step toward the achievement of added excellence in California education. As in so many cases, when one speaks of the fine things that are taking place in American schools, as well as of other fine things which should be taking place, the name Charles R. Keller is at, or near, the center of the ideas expressed, if the

talk is at all pertinent to significant ideas and activities.

You know Dr. Keller's long time plea to rid ourselves of the three R's of Restraint, Rote memory, and Regurgitation. These too often mark much of the current theme of modern education. But Dr. Keller's point has much value in light of your purpose as envisaged by the State Board of Education. No group that is serious about learning, whose members know anything about the Advanced Placement Program, could fail to see Advanced Placement as one avenue to rid high school education of those R's. The Advanced Placement Program does provide, instead, the path to Dr. Keller's proposed Release, Inquiry, and Discovery. It is perhaps most significant that the first letters of these avenues to learning, Release, Inquiry and Discovery, do spell RID. Let us then be about the task of ridding our schools of artificial limits on pupils and teachers in California.

*NOTE: Recognizing the interest California's junior colleges have in the Advanced Placement Program, the Junior College Section presents to the readers Mrs. Bates' charge to the newly appointed Advanced Placement Committee. For a list of the committee members, see "From the Meetings of the Board" in the April, 1966, issue of California Education.*

Let the institutions of higher learning in our state from the junior colleges through the university RID themselves of the notion that a Milton or a Shakespeare would have to take the English 1A in "our institution" no matter the excellence of his performing capacity.

Let us RID ourselves of the implicit belief that a significant portion of students and teachers at the high school level cannot learn and teach at a higher level of accomplishment than is now characteristic.

Let us RID ourselves of the faulty reasoning that Advanced Placement Examinations tell the schools *what to teach*. For as Henry Winkler of Rutgers University has said, speaking of the European History Advanced Placement Examination:

In an Ohio school, one of the veterans of the first European History Committee has for years given a course in English History in its European setting which has appeared to train students well for meeting the test of the Advanced Placement examination, even though on the surface the course might appear highly specialized. Similarly, in Texas a schoolteacher has emphasized eastern Europe; yet from the information received, his students have done remarkably well on the examination. It may be said that these are not really "postholed" courses. Then take another—a course organized about the concept of revolutions, French, English, Russian, American even. Large "postholes," to be sure, but hardly designed to give complete "coverage." Yet candidates from each of such courses have done brilliantly on Advanced Placement examinations, and others have done very well after such preparation. The same can be said for courses, for example, from 1789 to the present. But, and this is interesting and important, students from such courses have apparently done about the same quality of work on the general as on the specialized areas of the exam!

In practice, therefore, I would have to say that the theory of the special period has not been particularly striking in its success. The readers, year after year, have been struck by the fact that there seemed to be little difference, probably in a majority of the cases, between answers given in the students' "special" period (tested on the half-hour questions) and the more general knowledge demonstrated in the broader and comparative one-hour questions.

An extremely important factor is this: The various school and college conferences on history have demon-

strated overwhelmingly, I think, that the kind of examination which has been prepared has caused many teachers (who have repeated this again and again at the meetings) to expand and deepen their courses in order to take into account the elements emphasized in the annual examinations. There seems to be little danger that this is causing a species of rigid teaching to a set syllabus, mainly because it is the *kind* rather than the specific details of questioning which is making its influence felt.

I submit, that in an area such as this one, where a narrow pattern might well be attempted, Professor Winkler makes a powerful case for Advanced Placement Examinations providing more than adequate latitude.

By all means, let us RID ourselves of the most wasteful practice of dooming many of our brightest, and most eager students (and these are not always the same people) to repeating the same work some time in their first two years of college that they did at the high school level.

Let us also RID ourselves of the fear of submitting the measurement of what we are doing to an external quality control which is nationwide. And in many cases the reason we don't use the vehicle of Advanced Placement for measurement is just that—fear.

Let us permit the colleges to RID themselves of the burden of teaching materials which might more appropriately be taught in high school to some students.

Let us RID ourselves of the notion that the cost of the examination is a financial burden on the student. How can we say this when he may have to pay an average of \$40 per credit hour to repeat a course he had in high school—not to mention the time gained in which to explore broader fields of knowledge?

Let us RID ourselves of the notion that Advanced Placement Examinations serve only an elite group. There is overwhelming evidence that this is not the case. As James B. Conant wrote:

This program should be adopted not only because of the benefits which accrue to the students involved, but because it may well have a good influence on students of somewhat less ability by raising the tone of the whole academic program.

Let us RID ourselves of the notion that Advanced Placement is a program for the "gifted." As Frank Lindsay, former Chief of the Bureau of Secondary Education, so well pointed out in *California Education* in November, 1965:

The Advanced Placement Program must not be restricted to "gifted students"; in fact, the program is not particularly designed to meet their peculiar needs. Many students have the abilities and the ambition to succeed in the Advanced Placement Program, which may be quite apart from any intelligent quotient showing. Too often teachers may be influenced in offhand appraisals of students by the verbal articulateness of some, their capacity for passivity in class, and shrewdness in reciting details of textbook and lectures favored by an instructor. A college-level study demands, in abundance, employment of other skills: ability to seek out diverse judgments of data by experts; to perceive patterns of connection among multifarious details; and to formulate hypothesis upon evidence (whether in literature, historical accounts, mathematics, or science) and to expose these to repeated tests.

Are these items, then, your charge from the State Board of Education? In a way, you might answer "Yes." However, as I see it, the entire process of RIDDING ourselves of these things—and perhaps there is not a better word than "things" for them—can be accomplished in great measure through utilizing the vehicle of Advanced Placement Examinations.

How to do this?

You have been commissioned by the Board because, as Thomas W. Braden, President of the State Board, stated:

With only one out of five of our high schools participating in this program, California lags far behind New York and many other states in challenging the most able high school students. It will be the committee's task to help close this gap.

Does this mean that the thrust is to close the "gap" merely to close it? I think not. Let us "reason together" as the saying goes. Perhaps that should be, "as the saying used to go." But we'll do it.

We have the largest population of any state in the nation. What is more, we have more, far more, high school students than any other state.

I think you would grant too, that our percent of bright and eager young people is not less than that of any other state. Our admissions and performance standards are equivalent, at least, at some levels of higher education, to those of colleges across the nation.

Our students, on nationwide tests, do as well as or better than students of the rest of the states.

From these factors might it not be safe to assume that California and Californians can compete? I think so.

Why, then, does California rank sixth among the states in numbers of candidates taking Advanced Placement Examinations? You might say that sixth is not a bad ranking! But how does it compare when in 1965 New York had 8,083 candidates from 405 high schools taking 11,017 examinations while California had but 1,089 students from only 136 high schools taking under 2,000 examinations? And between New York and California stood Pennsylvania, Illinois, Ohio, and Massachusetts. Are there almost five times as many high school students in New York doing college-level work as there are in California?

Perhaps that wouldn't be so bad if we were getting these students in our college. Are we? Let's see. Of the 100 colleges and universities having the largest number of Advanced Placement Examination candidates in May, 1965, the College Entrance Examination Board lists three California campuses: Stanford, in eleventh position; the University of California, Berkeley, twenty-seventh; and the University of California, Los Angeles, forty-fifth. I submit that we are not getting these students. How can we if only one high school in California ranks in the top 50 in the country in the number of examinations taken, and that rank is forty-fifth among the 50?

A most important part of your charge has to be to survey the existing situation and analyze it to the point that you can advise the State Board of Education, to which you are responsible, of your recommendations.

These recommendations should apprise the Board of what things can and should be done by your executive-secretary, who will necessarily lead the action.

You must also recommend to us choices of actions which we might take to aid in increased activity in Advanced Placement in California.

Your range of objectives must be manifest.

Since this is a program which should probably continue beyond the time of the Elementary and Secondary Education Act of 1965, Title V, the Board must know what is needed to put this program into action.

And budgets, of course, are always a consideration.

This, then is your charge to keep.

You have specific things to do. You have been selected by the Board because we have faith in

each of you. Your task is not an easy one, but it is an important one if we are to lift educational horizons for a particularly needful segment of our youth—and our teachers as well. In this light may I quote Justice Holmes:

I think it is not improbable that man—like the grub that prepares a chamber for the winged thing it never has seen but is to be—may have cosmic destinies that he does not understand. . . .

Your efforts bring this dream closer to reality.

---

## IT'S LATER THAN YOU THINK!

*(Continued from page 2)*

through the schools. I wonder if a few people in Sacramento are not dreaming of that day.

It's later than you think. If the school financial crisis is not dealt with soon by the state, the problems of teacher unions, rights of minorities, complexities and uncertainties of federal projects, and like problems will become worse instead of better.

I may be an alarmist, but I remember that we are still grappling with a number of serious problems that resulted from the proposal of a former citizens' committee that included too few people who, from their experience, might have offered some advice on what would work and what would create greater problems. I hope I may be wrong, but the record offers some basis for my pessimism.

My space is about used, so I close these musings with a fresh thought. The new U.S. Commissioner of Education has recently said that if the *states* don't lead in the solution of our educational problems, the federal *government*, of necessity, will do the job. This is a far cry from the concept expressed 25 years ago—the good old days—to the effect that when any level of governmental operation fails to do its job, the next higher level should do its utmost to strengthen the level below it instead of taking it over. Perhaps the constant trend toward centralization of governmental functions in Sacramento and Washington is inevitable. Anyway, let's hope for the best! After all, this is an election year and a few grandiose ideas are to be expected.

Perhaps the new ABC organization can keep an eye on the current situation.





EDWARD B. STARK  
SECTION EDITOR

# SPECIAL EDUCATION

## Resource Program for the Visually Handicapped

By Mrs. Evelyn Barry

*Teacher, Madison Elementary School  
Rio Linda Union Elementary School District*

In the resource program for visually handicapped children at Madison Elementary School, we have tried to follow the principle that visually handicapped children are children first,



*Mrs. Evelyn Barry*

with the same basic needs and potentials of all children. Secondly, they are children with a handicap and, as such, need special kinds of help over and above the educational program given to sighted children.

In our program, emphasis is placed upon a child's abilities rather than his disabilities or on his likenesses to other children rather than his differences from them. Each visually handicapped child is able to take advantage of the wealth of resources available to all children in the school and is able to participate in a program of education with sighted children in the regular classroom.

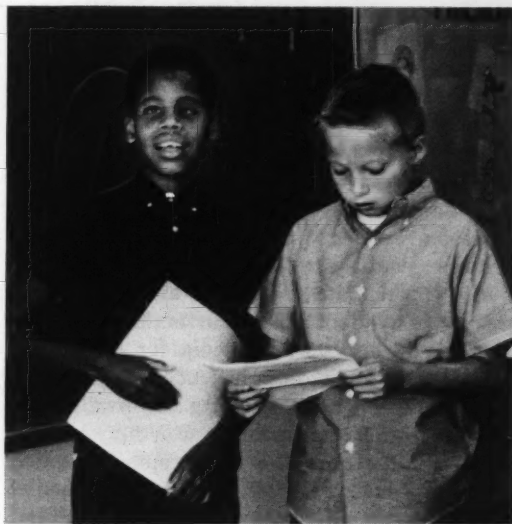
The children enrolled in our program vary widely in their visual acuity. Some are totally blind, some have light perception, some have color perception, and some have object perception. The differences in degree of vision loss may seem small, but for those with limited vision, each degree of difference has great significance.

Five of the children in our program have retrolental fibroplasia, a condition which develops from giving an overabundance of oxygen to incubator babies. Once the sight is destroyed in this manner, it can never be restored. Another of our pupils has recurring cataracts, not the familiar opaque cataracts but those formed from calcium deposits. The deposits have been removed seven times, and another operation is planned in the near future; the prognosis is very poor. Another pupil has nystagmus, an incurable condition which causes an involuntary continuous tremor of the eye. Focusing his eyes is very difficult for this pupil and results in extreme fatigue. He needs large print study materials. One third grade pupil has cho-



*Pupils in Mrs. Mary Magill's class learn to read together. The little girl seated next to her teacher uses a reader with large print.*





*When sixth grade pupils rehearse a play they wrote, the blind boy on the left uses a Braille script.*

roidoretinitis, inflammation of the retina. Usually congenital, it can be cured completely if proper and adequate treatment is given in time. Frequently, however, remaining scar tissue causes impairment of vision, as has occurred with this child. His vision varies from day to day. Our first grade pupil has a combination of eye conditions—nystagmus, limited near vision, and color blindness. However, he is in the top group in all areas of the first grade program.

Five of the pupils in our program use Braille. The others use large print. Of the Braille pupils, three have used Braille for several years and are quite proficient in reading and using the Braille writer. The other two children have been learning Braille for the past two months. During the first half of the school year, these two pupils used large print, for we feel that it is important for all the children with limited vision to have some knowledge of the printed word. However, large print was not a functional learning tool for them.

We try to teach all our partially sighted pupils to make the best possible use of the vision they have, no matter how minimal it may be. This is particularly important when teaching mobility skills. With the exception of one totally blind boy, all our pupils are very mobile. They have no difficulty moving around either in the classroom or in the school yard.

They walk unaided to and from their regular classrooms, the resource room, the cafeteria, and their bus stops.

We are told that 80 percent of learning comes through the sense of sight, and we readily accept the importance of vision for the sighted child in his reading program. Therefore, it is easy to understand how much effort must be expended by the visually handicapped pupil trying to compensate for his handicap. He needs many special instructional aids in order to learn and to communicate in writing. Among these aids are textbooks in special media. The office of State Textbook Distribution provides the basic textbooks of the state-adopted series in both Braille and large print for grades one through eight. However, schools must obtain supplementary textbooks from other sources. The State Clearinghouse-Depository for the Visually Handicapped offers assistance to schools in procuring these books. Both of these offices are in the State Department of Education.

Our pupils use many other special items for their school studies. All fifth grade pupils in



*Outdoors, visually handicapped pupils, like this girl on the bars, also participate with their sighted classmates.*



*Homeroom teacher Lee Scott dictates from regular instructional materials to his sixth grade blind pupils, who take notes with Braille equipment.*

the program this year have been taught to use the typewriter. We use tape-recorded materials, talking book records, raised line and relief maps, and globes with Braille notations. Some of the partially sighted pupils use magnifying devices for reading and especially for viewing maps and pictures. They also use felt tip or bamboo tip pens and dull-finish, wide-lined paper. We have the *Thorndike-Barnhart Junior Dictionary* in Braille and large print. We have the *World Book Encyclopedia* and the *American Vest Pocket Dictionary* in Braille. The *Weekly Reader* is printed in Braille, and local volunteer transcribers make copies in large print. Additional books in Braille for reading for pleasure and recorded media are provided through the California State Library, Blind Section.

Like all children, our visually handicapped children have varying abilities and achievement levels—from the very slow learner to a pupil who can write “the havoc that rained from a midnight sky in December,” or describe in poetry the “golden sunset” he has never seen. However, most of our pupils are of average intelligence and only occasionally require remedial help in specific areas.

Some of the classroom teachers have found it necessary to modify their class program in

specific areas to accommodate the visually handicapped pupil. This is especially true in the physical education and the art programs in which some activities are not adaptable for the visually handicapped child. In these instances, much planning and preparation must be done by the teachers.

As the resource teacher, I assist the regular classroom teachers in planning classroom activities to enable the visually handicapped children to participate fully. It is also my role to provide and adapt classroom materials of instruction in appropriate media for each child and to give individual instruction in special skills—to teach Braille writing and Braille typing, orientation, and mobility. Further, it is my responsibility to reinforce concepts presented in the regular classroom, to provide remedial help in problem areas caused by the visual deficiency, and to enrich and supplement learning experiences presented in the regular classroom. Each visually handicapped pupil comes to the resource room for at least 30 minutes each day. The two who only recently started to learn Braille spend at least half of the school day with me.

One of our greatest responsibilities lies in the area of teaching acceptable social practices and behavior. Some visually handicapped children have mannerisms or habits often referred to as “blindisms.” These blindisms take various forms, such as rocking back and forth, turning away when spoken to, or touching people when conversing with them. These mannerisms can be extremely disconcerting to a sighted person. They often stem from a sense of insecurity. They also serve as compensation for the visual stimulation sighted people enjoy. We try to teach our pupils that they must control these mannerisms if they expect to find their places in a sighted world and if they wish to make sighted people comfortable in their presence. We know these children can be accepted as individuals and take their rightful places among their peers.

Because these visually handicapped children are being educated in the regular classroom, their attitudes are those of “normal” children. Life is just as thrilling to them. They are just as eager to please their teachers and other adults. They have been a source of inspiration to all of us at Madison School.

# ADMINISTRATION

## School Resource Volunteers in Berkeley

When the voters rejected the special school tax proposed in 1960, the Berkeley school system faced a major crisis which was little alleviated by the passage, a few months later, of a tax measure amounting to less than half of the revenue earlier considered necessary. A discouraged group of citizens met to hear a report from the Berkeley schools' Director of Secondary Curriculum, Mrs. Esmer Clark, on what was to be expected from the pared-down program. Out would go the hoped-for library services. Out would go any significant reduction of class size. Out would go many proposed measures for curriculum improvement and supporting services. In fact, only the minimum needs of a record school population could possibly be met. The audience swallowed their discouragement and determined that volunteers might perform some of the nonteaching tasks that would otherwise be neglected or revert to the hard-pressed classroom teachers.

### Teachers' Requests

Within a few days, Berkeley had its first school resource volunteer, Mrs. Charlotte Treutlein. Mrs. Treutlein, now President of School Resource Volunteers, says, "I found myself assisting a highly able but harassed teacher, new to Berkeley and such urban problems as culturally deprived or foreign-born students supposedly taking eighth grade English but unable in some cases to read or write the language."

At first the teacher asked Mrs. Treutlein to type out spelling lists and special grammar exercises or to scout around in the school system's archives for such elementary reading materials as her students could manage; gradually she began to call upon Mrs. Treutlein for special help with slower pupils who were falling behind the group and consequently becoming discipline problems. Several of the slowest learners made progress with individual help, given under the careful supervision of the teacher, and the teacher's

work with the class as a whole was expedited.

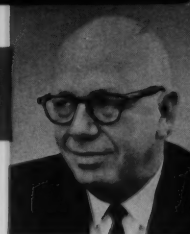
As other teachers observed this experiment, several asked about the possibility of getting volunteer help; and so, despite her reluctance to become an "organizer," Mrs. Treutlein found herself heading a slowly expanding group of volunteers who were willing and able to provide the kind of help sought by the teachers to assist and supplement their work. Mrs. Treutlein reports:

The program developed rather slowly, and I think that this has been an important factor in its success. Many teachers and administrators were not sure how it would work, but most have come to welcome it as they realize that the volunteers are carefully screened and interested in doing only what the teacher wants them to do. The teacher who has learned to use such help inevitably finds himself with more time to spend on the really constructive and creative aspects of his work—those that only the trained professional person can do.

Because of the initial doubts, however, the thing that really gave the biggest boost to the program was the introduction of University of California volunteers recruited by the University YWCA and Stiles Hall. Teachers found it easy to have student assistants in their classrooms and discovered from them how useful volunteer help can be.

### SRV Organization

With the expansion of the program, School Resource Volunteers became a nonprofit corporation operating under the Berkeley Board of Education and governed by a lay board of directors responsible to the board. It is assisted in policy-making by a member of the board and three administrators appointed by the Berkeley Superintendent of Schools. The bylaws set forth formally the aims, purposes, and principles which had governed SRV activities from the beginning. Above all, volunteers act only in response to specific requests from school personnel, under their direction, and with the approval of the school administration. They are guided by school policy at all times. Volunteers perform only such services as supplement those of paid staff members, never substituting for them. About half of the volunteers give supportive help, grading papers and doing clerical work; half work with the pupils under the teacher's



RAY H. JOHNSON  
SECTION EDITOR

*NOTE: This article was written from materials supplied by Mrs. Charlotte Treutlein, President of School Resource Volunteers.*



supervision. No parent volunteer is assigned to a school attended by his or her own child.

When money can be found in the school's budget for paid helpers, SRV bows out, as it recently did in connection with a library center project, which now employs high school students. Some school administrators regard the volunteer program, in fact, as an effective means of demonstrating to the community the desirability of providing, on a paid basis, some of the services pioneered by volunteers.

### **Invaluable Services**

Most of the services offered by Berkeley's volunteers could not be bought, however, by any school system. A high proportion of SRV hours—in the spring semester last year, the volunteers contributed over 25,000 hours of service—are spent in working individually with children who have special learning problems. Pupils needing extra attention in reading or math or science or foreign languages can be aided by volunteers who, under the teacher's guidance, work patiently hour after hour with the pupils, often on a one-to-one basis. Additional help is available from volunteer tutors in the school's after-school study centers. Foreign-born pupils get that early help with their English that enables them, as soon as possible, to carry a normal work load and hold their own with classmates. And teachers of the physically handicapped, mentally retarded, and emotionally disturbed utilize many volunteer helpers in their special classes.

Benefits accrue at the upper end of the grading scale as well. A wealth of resources is available to teachers who are eager to offer enriched experience to their most able pupils. Teachers already overburdened with papers can encourage the formation of creative writing clubs in the comfortable knowledge that they can count on the assistance of capable volunteers. An elementary teacher who feels herself running low on ideas for arts and crafts can call for a volunteer enthusiast with a spate of new projects. A singing teacher can ask for an accompanist. A woman teacher baffled by the rules of football can find her problem solved by a well-qualified university athlete.

SRV also provides volunteers for short-term activities and single presentations. Its Community Resources Service supplies numerous speakers and demonstrations on virtually any

kind of topic—the physics of outer space, the use of the abacus, the intricacies of lending institutions. In general, the great diversity of Berkeley's volunteers has enabled the teachers to offer a wide range of services beyond the usual scope of the public schools.

### **Teachers' Satisfaction**

The reaction of teachers and school administrators to SRV has been extremely favorable. In making their confidential reports at the end of the volunteers' stints, 97 percent of the teachers have rated their volunteers "successful" or "highly successful." Furthermore, a high proportion of teachers say that they would like to have the same volunteers serve with them again.

One important reason for this high success rate is the care with which SRV checks on its workers. An experienced coordinator is assigned to each school which requests volunteer help. Her task is to expedite placement of volunteers, oversee their work, and check periodically with the teachers on their degree of satisfaction. Should problems develop, the coordinator is on the spot to make necessary adjustments. One index of teacher satisfaction with the program is the increasing number of requests for volunteer help. Not all the requests can be filled, although the volunteers now number more than 500.

### **The Volunteers**

About half of the volunteers are students and half are recruited from the community by word of mouth, letters to organizations, public speakers, and newspaper publicity. The student volunteers come from the University of California and other Bay Area institutions (some come from as far away as San Francisco State College).

One student volunteer went into the program during a semester she had taken off from university work in order to find out whether she wanted to become a teacher. Assigned to a resourceful third grade teacher, she soon found herself not only assisting with arts and crafts classes, which was a specific area of interest for her, but also watching for inattentive pupils during study periods, moving quietly through the classroom during spelling dictation exercises to check on pupils who were having trouble transcribing certain sounds or forming certain letters, and gen-

*(Continued on page 12)*



# ELEMENTARY EDUCATION

## Outdoor Learning on the School Site

By Norman Marsh

*Teacher, Bowling Green Elementary School  
Sacramento City Unified School District*



RUTH OVERFIELD  
SECTION EDITOR

As expanding urbanization and increasing mechanization move today's children away from meaningful contacts with nature, opportunities for outdoor learning become more and more important. Such opportunities are being provided to the pupils of Bowling Green Elementary School, Sacramento, right on the school grounds.

### The Nature Area

Near the school building, native California shrubs surround an outdoor classroom furnished with redwood benches in a semicircle. A meadow serves as a transition area from the outdoor classroom to the school's nature center and arboretum, developed on little more than an acre of school property. In this small area are woods, tall grasses, a meadow, and even a bog for water-dwelling plants and animals.

In the upper corner of the meadow, a stream begins from a spring simulated by a tapped water pipe. As the stream meanders across the meadow to drain into the bog, it varies in depth and width. In some places it spreads into shallow pools; in others it falls over log dams into deeper pools. Along its course are opportunities to observe "rapids," undercutting of stream banks, deposits of transported sediment, and changes of plant life along the banks. Grasses are allowed to grow uncontrolled except for an occasional trail along the water's edge, where insects, amphibians, and some animals such as moles find food and shelter.

The bog at the end of the meadow is covered with tules, water lilies, pussy willows, and cat-tails. *Gambusia* fish, toads, and frogs were imported and make this their home. Mud puppies, collected this spring, have been added. An elevated boardwalk enables observers to walk out over the bog and to note how the change in the water-land ratio affects plants, insect and animal life, and soil.

The grove contains a variety of conifers and broadleaf trees. It is as yet a very young forest. As the trees mature, their shade will discourage some of the present grassy areas. In the mean-

time, all the weeds and grasses afford excellent materials for studying seed dispersal, propagation, plant succession, insect and bird colorations, and adaptations to the environment. A brush shelter provides a bird sanctuary that meadowlarks find particularly attractive. Close to the brush shelter is a small blind, with a "one-way" window, which serves as an observation post for bird watchers. From the blind it is possible to photograph birds and tape-record outdoor nature sounds.

Narrow foot trails are laid out through the area, with occasional redwood benches in open spots for observation, contemplation, or small group discussions.

### Outdoor Learnings

Teachers have encouraged pupils to familiarize themselves with the details of this planned area in a number of interesting ways. For example, pupils are informed that a particular plant is to be found somewhere in the nature center, and they are assigned the task of finding it. Since no plants bear name tags, various classroom and library resources must be used to gather identification data. Armed with these facts, the pupils go into the center to do the necessary research. To be successful, they must pay careful attention to details, to important differences, and to the peculiarities that make the specimen what it is.

Occasionally, several stakes, upon which numbered cards have been tacked, are temporarily stuck into the ground beside certain plants selected by the teacher. Pupils then follow the stakes and write the names of numbered specimens or whatever other information is requested. When they return to the classroom, they exchange and discuss the information they have recorded.

Colored slides are taken from time to time, to be used as supplementary learning aids. Insect collections are not encouraged. Specimens are not killed for mounting or dissecting, for it is thought that this type of activity has limited

value for pupils of these ages. Such practices do not lead to an appreciation and understanding of the interrelatedness and dependency of living things. Specimens are collected only occasionally for the express purpose of temporarily observing more accurately the insects' distinctiveness, habits, and reactions to a controlled environment.

The opportunities presented by the center for firsthand observation of natural phenomena have stimulated the science program of the whole school. Other subjects have profited also. In mathematics, particular skills, such as indirect measurement and calculation and the plotting of contours and graphing of land area, have been practiced. In the social sciences, early uses of plants by Indians and European settlers have been studied. Composition and art have also been stimulated by the center.

### **An On-going Project**

The idea for the center and arboretum was conceived in the fall of 1961. With permission from the school board, the principal and the sixth grade science teacher cooperatively planned and began to develop the site. The school's Parent-Teacher Association recognized the values of the project and contributed financial aid. Other community members donated labor and materials. The pupils have taken responsibility in helping with the planting and maintenance of the natural area.

The project and its still-developing program of outdoor education are "open ended." There will always be something new to plan or to alter. There will always be something to arouse and satisfy new curiosities. In the area of increasingly regimented, regulated, planned, and supervised living, the center provides children a place to come close to nature.

Other schools in the district and in neighboring counties have become interested in the instructional values of the center. Requests for information about how to plan and organize similar centers resulted in an inservice workshop for interested administrators and teachers.

The Bowling Green Nature Center and Arboretum is open to youth groups, school groups, and parents of the community. It demonstrates how children can have worthwhile outdoor education experience close to home and at low cost to school districts.

## **RESOURCE VOLUNTEERS**

*(Continued from page 10)*

erally providing whatever help the teacher needed to handle the class most effectively. As a result, the student volunteer returned to the university to prepare for her own teaching career, but she still found time to spend several volunteer hours a week in the same third grade class, which was loath to part with her. SRV leaders consider such an opportunity for teacher recruitment and apprenticeship as one of their most valuable contributions.

Another long-range effect of the program is the increased respect which volunteers feel for the teachers they have observed coping skillfully with the many difficulties of crowded classrooms and inadequate facilities. SRV leaders point out proudly that their hundreds of volunteers have become informed and enthusiastic supporters of the Berkeley public schools.

### **Financial Backing**

Although School Resource Volunteers prides itself on its amateur status, the day has long since passed when the administration of their now-extensive program could be handled entirely by volunteers. In 1962 SRV obtained a grant of \$13,550 from the Rosenberg Foundation to maintain an office staffed by a full-time executive director and one secretary to screen, orient, and place, all volunteers; to provide continuity, communication, record-keeping, and professional liaison with school administrators; and to guide and assist volunteer leaders. The grant was renewed annually until 1965, when the Berkeley Public Schools, convinced of the value of the program, assumed financial support.

This financial backing is an indication of how firmly School Resource Volunteers has established itself in the confidence of the school personnel with whom it has now worked for five years. However, no amount of money could buy the enthusiasm or many of the special talents which, every day, are given to the schools by Berkeley citizens. The flexibility of the program allows volunteers to be transferred quickly to new areas of need as soon as funds are found to take over those support services which money can buy. No one connected with the program can see an end to its possibilities for providing the schools with a rich variety of significant services.

# PUPIL PERSONNEL SERVICES

## Team Counseling at the Junior High Level

By Nonette Holm and Kenneth G. Majors

*Counselors*

*James B. Davidson Intermediate School  
San Rafael*



ANNE L. UPTON  
SECTION EDITOR

Counseling at the junior high school level started this year in the San Rafael city schools as an NDEA, Title V, project at the Davidson School. Davidson is a departmentalized seventh and eighth grade school with an enrollment of 800, which continues to grow rapidly. The pupils are homogeneously grouped, and they follow an academic day that is divided into seven periods. Because the enrollment has grown rapidly, the administration and members of the faculty have found it difficult to maintain the close relationship they had with pupils in the past. Therefore, they felt the need for a guidance and counseling program.

We counselors were concerned with the coordination of the counseling services with classroom instruction. Because counseling was new, and because many teachers were unfamiliar with counseling programs or had previously experienced questionable or unsuccessful programs, we were acutely conscious that a healthy beginning and continued success were contingent upon staff acceptance. We felt the project could be effective only if there was complete staff involvement—if the teachers, counselors, and

administrators combined their efforts to assist individual pupils to function to their full capacity in school.

### Team Counseling Approach

First, the counselors, working closely with the principal, assistant principal, staff, and district administrators, explored avenues of approaching a problem-solving process that would be unique to Davidson. We compiled, considered, and eventually narrowed a list of ideas to those which seemed particularly suited to Davidson. We submitted the final list at a general faculty meeting. The "participatory process" paid dividends in acceptance and cooperation as the faculty constructed a counseling program that seemed to meet the needs of the pupils.

We based the project upon team counseling through interdiscipline conferences—counselor meetings with a team of teachers who have the same pupils in their classes. A team usually consists of five to seven teachers, each from a different department. Conference discussions focus on the problems of a homeroom group and the individual pupils in that group.

### Interdiscipline Conferences

Each team meets every two weeks to assist the counselors in identifying particular pupil needs. The conference also provides the counselors with an opportunity to suggest to the teachers new approaches to individual and classroom problems. The homeroom teacher acts as the pupil adviser and as a resource person for the counselor-teacher team. He collects data relating to his pupils and keeps a complete record of each pupil's background. The counselors then sort and interpret the data collected by the adviser and present them to the team, making suggestions for effective professional approaches to the individual pupil. The staff feels the unified effort—when all teachers are functioning as a unit and working toward the same goals for each



*Counselors Holm and Majors*





*Teacher teams confer with the counselors at Davidson Intermediate School. Seated around the table at this particular conference are: Mrs. Holm, Librarian John Burk, Teacher Theila Banta, Mr. Majors, and teachers Alfred Sparks and David Drake.*

pupil—is more effective than when each teacher is working independently to help the pupils in his classes.

### Student Conferences

Following the conference between the counselors and teacher teams, the pupils are scheduled for their initial contact with the counselors' office. The counselor conducts the first meeting with groups of four pupils, so they will have the comfort and security of numbers. This general conference begins with a discussion of the counseling services available to pupils at Davidson and develops from there. These initial conferences last approximately 15 minutes. Because the tone of these group meetings is relaxed and refreshing, the pupils are much more comfortable when they have their first individual conferences with the counselors at a later date.

### Reactions to the Project

Reviewing the first semester of the project, the teachers say that our expectations have been more than realized.

The pupils have made effective use of the counseling service for guidance in both academic and social adjustment in junior high school. More and more pupils are asking to see their counselors, and we find that they are frequently prefacing their remarks with, "My counselor says . . . ."

Parents, too, are discovering the value of a "catalyst" for the recommendations of the several teachers involved in the departmentalized program—one person definitely assigned the task of coordinating the efforts of the many school people working with the pupil. Parent conferences are increasingly including the counselor as well as the teachers. Thus, the parents receive a more complete picture of their child's overall performance and growth and the school's interest in individual pupil progress. Parents are now working with the counselors to reinforce study habits at home as well as positive academic and social attitudes toward school.

The staff has taken full advantage of the counseling service by relating individual pupil's assignments more accurately to need and ability. Our teachers have used the group conferences for discussions of mutual problems concerning individual pupils and have shared with each other a variety of approaches which improve classroom performance and pupil behavior.

The project needs the refinement that comes with experience, and the staff is seeking methods of improvement. At this point, however, the teachers strongly agree that counseling has proved to be a meaningful and productive educational service at Davidson Intermediate School. We are pleased with the pupil, parent, and staff acceptance of this program. We will continue to review, evaluate, and refine the project in the coming school year.



# CURRICULUM DEVELOPMENT

## Connecting with Curriculum

### *The Library in the Secondary School*

By Emma Ruth Christine

*Resource Teacher*

*Henry M. Gunn Senior High School*



JOHN G. CHUI  
SECTION EDITOR

Librarians occasionally stand accused of maintaining an aloofness from their colleagues in the classroom and of being useless to teachers, except for providing the expected library services of book selection, cataloging, processing, and preparation of materials.



Emma Ruth Christine

Many times, however, the librarian not only accomplishes all his traditional duties but in addition makes a very strong contribution to the learning activities of the school.

Before describing a workable way to accomplish this feat, we must admit that the shortage

of library staff frequently limits the services that are possible. The American Library Association standard recommending one professional librarian for each 300 students is so rarely met as to be astonishing; yet, better high schools are demanding library services far beyond those that can be provided by the usual library "staff" of one. Facing this problem, the librarian who wants to provide excellent services to both students and faculty must devise some special method to do so. This need is intensified in schools where students have had no library skills instruction. First of all, they need to learn library procedures and practices.

#### The "Instant Unit"

Believing that successful library orientation must be related to some specific thing the student needs to know or to do, we have developed an "instant unit" approach to the problem at Henry M. Gunn Senior High School. This is the way such a unit is formulated:

- The librarian receives a teacher's request, either by a personal visit or by a note, for suggestions on possible sources of information on a specific topic.

- Next, the librarian confers with the teacher to make certain his interpretation of the needs coincides with what the teacher desires. At this time, discussion between teacher and librarian often leads to an expansion of the original topic and greater understanding of what the library can do for the students and teacher. New ideas for future projects often are generated as discussion continues.
- After these initial steps, the librarian surveys library holdings and compiles a list of materials selected to help the students do their assignments. Since the librarian may not have personal contact with individual students in the development of a project, he includes in the list of materials a bibliography, instructions on how to interpret library guides, explanations of call numbers or other special markings, procedures and suggestions for further research, and references to related audio-visual materials. The librarian also plans ways he will help the class to understand how the library operates and what it has to offer them beyond the assignment of the day.
- The class then comes to the library. The librarian discusses selected items from the list of materials with the class. He points out the locations of special collections, if necessary, or teaches the students how to use any machines or unusual equipment. Most importantly, he stresses the underlying purpose of the teacher's original assignment as reflected in the compilation of materials. (Libraries are being built today with conference rooms and classrooms in which such activities may be held.)

This method achieves a happy union of classroom needs, student information, and library facilities and services. Students and teachers gain increased knowledge of, and satisfaction with, the library, and the librarian is gratified to have helped with the learning process. The librarian, who is an expert on materials relating to curriculum, forms a definite educational partnership with the teacher. The librarian also realizes that his special strengths do not exist for the library program alone but must be directly connected to the classroom endeavor.

#### More Than Books

The resource center at Henry M. Gunn Senior High School is organized on the multimedia con-

cept of learning. All audio-visual materials are included in the subject and author-title catalogs and explained with a color code on top of each catalog cabinet. Thus, students find cards pertaining to many media of information when they consult the catalogs. The theory underlying this system is that information comes in diverse forms, and students should learn to refer to all of them. Frequently, they gain the information they need or reinforce what they learn by looking and listening as well as by reading. Students find phonograph records, picture sets, filmstrips, and microfilmed periodicals that are pertinent to their projects.

### A Sample Unit

Perhaps the most comprehensive unit developed so far this year at Henry M. Gunn High School was one prepared for all German classes. The purpose of this unit was to highlight items in the library collection previously unknown to students. All students received a unit on Germany, and time was provided for discovering, browsing, and listening in the library. The students did not receive any particular assignment to check out books, or report, or do anything specific with the unit; the purpose was rather to help them expand their appreciation of classroom subjects by supplementary experiences in the library.

Following are excerpts from the "instant unit" on Germany. A copy of the unit is available in the Henry M. Gunn High School Library and in the State Department of Education's Curriculum Laboratory. A similar enrichment unit may be formulated for any subject that requires library research.

"This is the Fall, which yet will break your heart!  
Fly away, fly away!  
The sun creeps to the hills  
And climbs and climbs  
And rests with every step."

—Friedrich Holderlin

Do you recognize these beautiful lines from a German poet of the early 1800s? Probably not, and understandably so. *In the crush of day-by-day learning, many of the fringe benefits of a foreign language must be sacrificed.*

In order to alert you to special areas of our Resource Center which might serve as additional and frequently unsuspected areas of material related to Germany and German contributions to the world as we know it, we have prepared the following bibliography:

### GERMAN YESTERDAYS

- R/f909/L *Larousse encyclopedia of ancient and medieval history*
- R/911/S *Shepherd's historical atlas*
- R/f944.04/H *The Horizon book of the age of Napoleon*

### A NEW GERMANY

- O/914.3/L Leonhardt, *This Germany*
- R/910/M McGraw-Hill, *Illustrated world atlas*
- W/f909/M McGraw-Hill, *Illustrated world history*
- S/914/O Olson's *Europe*
- Y/f912/R Rand McNally's illustrated atlas v.1: *Northern and Western Europe*
- R/910.2/S Sheraton, *City portraits; a guide to 60 of the world's great cities*
- M/f909.82/W Worldmark encyclopedia of nations, *Europe*
- M/f909/Y Year's pictorial history of the world

### GERMAN CONTRIBUTIONS TO LEARNING AND CULTURE

- R/f526.8/B Bagrow, *History of cartography*
- R/f759.03/B Bousquet, *Mannerism; the painting and style of the late Renaissance*
- R/f571/M Marek, *The march of archeology*
- R/427/M Mencken, *The American language*

### GERMANY ON RECORD (disk recordings)

*Listen and learn German*  
*History of music in sound*  
Thomas Mann  
*Franz Kafka's works*, read by Lotte Lenya

### A final word or two:

Did you notice anything strange in the previous materials list? We did not include any materials under the usual Dewey classifications for materials in German or about Germany! *We did this on purpose to show you how broad a topic you actually are studying, far beyond the practice exercises! By enlarging your background knowledge of Germany, we hope to have heightened your appreciation of your current language study.*

But, should the occasion arise that you must investigate those shelves pertaining to Germany proper, the following classifications will aid you:

For German history: 943 through 943.99  
For German literature: 830 through 838

All encyclopedias have lengthy sections devoted to the country.

For the periods of World War I and World War II: 940.3 through 940.54.

Check the SUBJECT CATALOG for items pertaining to Germany and for biographies of famous persons.

# VOCATIONAL EDUCATION

## Vocational Business Education in California

By R. C. Van Wagenen

*Chief, Bureau of Business Education*

It is not "business as usual" these days. Tremendous pressures are being exerted on the public schools to update all educational programs. We must find new ways to step up the educational process at all levels. Education must assist in solving some of our serious social problems. For example, our cost for social welfare programs is second only to our cost for the defense of our country. Who are the recipients of social welfare? Persons generally who are unemployed and unemployable, and they number in the hundreds of thousands. They are high school graduates as well as school dropouts, adults who have been squeezed down and off the employment ladder, women wishing to enter or reenter employment, and others. The unemployment rate of youth under twenty-one years of age is about three times the rate of unemployment for all age groups; for minority groups the rate is from five to six times the rate of majority workers.



R. C. Van Wagenen

The causes of unemployment are as complex as the industrial order itself. The relative decrease in demand for those without skills or with obsolete skills and the relative increase in the demand for people with skills are logical results of the technological advance that has been going on for a long time and is accelerating. But insofar as the individual is concerned, one common cause for unemployment is the lack of a salable skill. The choice for many, therefore, may be either to acquire a salable skill or to accept public aid as a way of life.

### Importance of Business Occupations

The need for greater emphasis on the preparation of both youth and adults for today's world of work is everywhere becoming recognized. President Johnson said we cannot have a great society without an educated citizenry. In the President's manpower report to Congress in March, 1965, he stated:

The fastest growing occupations during the next decade will be the professional and technical positions, and the clerical and sales occupations. Even in manufacturing . . . most of the employment increase will be among professional and administrative workers, the most highly educated group, as well as in the clerical and sales jobs for which employers normally demand a high school education.

An excerpt from the final report of the Citizens' Advisory Committee, submitted to the Joint Interim Committee on Education of the California Legislature, follows:

The strength of our culture depends upon individuals who are competent to fulfill the essential occupations. It is an important function of the schools to develop the competence necessary to carry on the jobs of the society, the jobs in the work world, in the cultural world, in the physical world, in engineering, in merchandising, in medicine, in law, in teaching, and in all the other various areas.

As important as general education is for the development of the individual and the preservation of our culture and way of life, general education is not enough for the great majority of people who must operate our machines; work in our shops and offices; provide our services; sell and distribute the products of industry. More and more occupations require skills and specialized knowledge for which there must be prior training.

### Four Business Programs

The Bureau of Business Education now supervises four federally aided vocational business programs which are having a great impact on the further development of vocational business education and which are helping to meet the needs of society. The vocational acts authorizing these programs are:

- *The George-Barden Act for the further development of distributive education*

Education in distribution has received recognition in recent years as an essential instrument contributing to the efficiency of our marketing system.

The characteristics of the current marketing situation in the United States are (1) a constant increase in our gross national product generated by improved distribution methods; and (2) a steady rise in the number of jobs in distributive activities. These characteristics indicate the need to increase and strengthen distributive education.



JERRY LEVENDOWSKI  
SECTION EDITOR



- *The George-Barden Act, Title III (formerly NDEA, Title VIII), for the training of highly skilled technicians*

Business data processing is perhaps the most rapidly expanding occupational training area in business education. The use of computers has revolutionized many business activities and impelled reorganization of countless offices. The excitement of these changes is felt also by schools that are planning and conducting business data processing programs.

Some 30 junior colleges operate programs to train highly skilled technicians under Title III of the George-Barden Act. Business data processing class enrollments increased from 2,075 in 1959 to 22,015 in 1965.

- *The Manpower Development and Training Act*

Training under the Manpower Development and Training Act is designed to provide workers with new skills where needed, to upgrade their present skills, and to meet the job needs of workers displaced by automation, technological change, geographic relocation of industry, and other shifts in the labor market.

More than one-half of all the projects conducted in California under the MDTA are to train workers for the business occupations.

Enrollment in business courses in 1965 under MDTA was 2,200, or 59 percent greater than the 1964 enrollment of 1,385. Of those who completed training, 70 percent found employment.

- *The Vocational Education Act of 1963*

The purpose of the Vocational Education Act was to extend vocational education throughout the country so that persons of all ages in all communities would have ready access to realistic vocational training of high quality and suited to their needs, interests, and abilities.

Vocational business education took on a new dimension with the passage of the Vocational Education Act. For the first time in history, federal funds became available for the further development of educational programs for the office occupations. The amount of money allocated to California was nearly \$3 million.

Business education accounted for about 40 percent of the vocational education project applications that were submitted by school districts in California. Of these projects, 90 percent were in the office area and 10 percent in distribution. Of 436 applications for funds for business education projects, 317 were approved. About 60 percent of the approved projects are in high schools, 25 percent in junior colleges, and the remainder in adult education projects in offices of county superintendents of schools, district studies, and so forth.

The projects fall into these general classes: (1) projects to conduct business occupational studies, follow-up studies of vocational students, curriculum development projects, and the like; (2) projects to employ district and county coordinators; (3) teacher education projects, primarily for inservice training of

business teachers; and (4) occupational training programs at the high school and post-high school levels.

### New Breakthroughs Needed

In business education we still need a number of breakthroughs: new and improved uses of programmed instruction and team teaching, more effective cooperation with employment agencies, more thorough knowledge of jobs in business created because of technological change, better methods of conducting action research, more effective use of audio-visual materials, and more realistic occupationally oriented curriculum.

Business educators can play a significant role in helping to build a great society if we use imagination and initiative in designing business education programs which meet the needs of our ever changing labor force.

### Bill of Rights Contest

Anne Gross, Teacher of American history and government at Culver City Junior High School, is this year's first-place winner in the Bill of Rights Teachers Contest, which is sponsored by the Constitutional Rights Foundation. She was awarded \$350.

Sidney E. Norris, Teacher of American history at Starbuck Intermediate School, La Habra, won \$200 as the second-place winner. Martin G. Levine, Teacher of world history at Hale Junior High School, Woodland Hills, won the \$150 third-prize money.

Honorable mentions and \$100 each were awarded to Robert G. Low, Mark Keppel High School, Alhambra; Fred R. Mabbutt, Crescenta Valley High School, La Crescenta; and Paris B. Simmons, Benjamin Franklin Intermediate School, Daly City.

Judges for the contest were Stanley Mosk, California Supreme Court Justice; Richard M. Clowes, Superintendent of the Burbank Unified School District; and Richard C. Maxwell, Dean of the UCLA Law School.

The Constitutional Rights Foundation sponsors this contest because it recognizes that many teachers have developed a variety of successful teaching methods in presenting the Bill of Rights, and through this contest, teachers are able to share these procedures with others to the benefit of California's students.



# HIGH SCHOOL EDUCATION

## Padua Hills—a Treasured Resource of Mexican Culture

By James E. MacWhinney  
Consultant, Foreign Language and Art  
Riverside County



JOHN R. EALES  
SECTION EDITOR

Three miles north of the lovely college town of Claremont, California, lies Padua Hills, home of the Mexican Players. On the site of an old Spanish land grant, Rancho San Jose, modern descendants of the *hacendados* perform Mexican dances and songs and present exciting dramas for the benefit of students and tourists. These plays provide insight into Mexican culture to the thousands of elementary and high school students who come here on field trips from southern California school districts.



James E. MacWhinney

This unique theater—and restaurant—lies just 35 miles east of Los Angeles; but it might as well be in the middle of Michoacán, for its atmosphere is that of old Mexico. No clashing components of modernity destroy this illusion. Only here, in all of California—or all of the United States—can you sample such a delicious slice of the real Mexico. No border town atmosphere, no “tourism,” no commercialism exists here.

### “Mexico Lindo”

Padua Hills is for those who seek the way that is “Mexico Lindo.” Here you experience a Mexico nurtured by freely flowing tap roots to the past—the Aztec past, the colonial past, the revolutionary past, and the day before yesterday. Here you find the culture, the drama, the music and dances, the language, and the food of Mexico.

In the dining room, where the actors serve as your singing waiters and busboys, Mexico Lindo comes alive. You are literally a part of it. In the deftly produced theatrical performance which follows an excellent Mexican dinner, the actors live a little scene of Mexico for you and for

themselves. You cannot decide if they are acting or just being themselves on stage. They dance and sing at *merienda* as well, and in summer they entice you to play *dardos* or break bread at their colorful “*jamaica*.” You are gently, but inexorably, drawn into their world, the gay, melancholy, serene, and profound culture of Mexico.

### Herman Garner—Founder

Padua Institute, a nonprofit corporation, was founded in 1935 by Herman H. Garner. An inventor, he runs the Vortox Company of Claremont, which turns out components for internal combustion engines. Mr. Garner’s purpose in founding the Institute was to give easy access to the culture of Mexico to Americans who could not otherwise experience it.

In his foreword to the beautiful book, *Mexican Serenade*, by Pauline B. Deuel, Mr. Garner says:

The main purpose of Padua Institute and the way in which this purpose is accomplished seem to be very difficult for some people to understand, while others grasp the idea instantly. Just the other evening in a brief after-dinner conversation at Padua with Dr. Charles H. Malik, who was President of the General Assembly, United Nations, 1958–59, I explained that here we feel that in relations between nations sentiment is more important than . . . and I hesitated a moment for the right word, which he supplied instantly and with enthusiasm . . . reason. “In relations between nations, sentiment is more important than reason.” And for the high school students and others who visit Padua Hills, the warm and honest sentiment that is Mexico Lindo is unstinting, and offered with love.

Mr. Garner’s plan is far from complete. He envisions a central square, in the manner of a Mexican plaza, that will offer an opportunity for visitors to take their *paseo*, passing *quioscos* and stalls where Mexican craftsmen and artists work and sell their wares. Here an English-speaking guide will answer questions and explain the process and the cultural development of each art or

(Continued on page 22)



MELVIN W. GIPE  
SECTION EDITOR

# RESEARCH

## Inventory of Elementary School Facilities

By Stephen M. Kuhnle

Associate Statistician  
Bureau of Education Research

The problem of providing adequate housing for the growing school population in California has been increasing severely since 1945. Numerous requests for the information needed as a



Stephen M. Kuhnle

basis for examining that problem in California could not be met, for the information was not assembled and available. The requests were for data on items such as the number and characteristics of school sites, classrooms, laboratories, and libraries. Consequently, the Bureau of Education Research of the State Department of Education initiated a program under the provisions of Title X, Improvement of Statistical Services, of the National Defense Education Act, to secure and make available the data required.

### Description of the Inventory

The inventory that was developed had the following features:

- The inventory of the public school facilities was split into inventories of the elementary and secondary segments, which were taken separately in alternate years. The inventory of the elementary schools was completed first.
- The inventory used uniform classifications and definitions adapted from *Handbook III, Property Accounting for Local and State School Systems*, Bulletin 1959, No. 22, published in 1954 by the Office of Education of the U.S. Department of Health, Education, and Welfare.
- The scope of the inventory was limited to basic information about sites, instructional facilities, a selected number of service facilities, and the related buildings and sites.
- After a thorough investigation, questionnaires were determined to be the medium best suited to obtain the desired information. Two questionnaires were developed: a site questionnaire and a building questionnaire.

When evaluating the data, the reader should take the following into consideration:

- The reports of the responding school districts cover 97.8 percent of the average daily attendance of the public elementary schools in California during the fiscal year ending June 30, 1963.
- Only sites on which instructional facilities, administrative services, teachers' facilities, and cafeterias were located on or about October 1, 1962, were included. Sites used exclusively for district administrative purposes were not included.
- Only buildings housing instructional facilities, administrative services (exclusive of district functions), teachers' facilities, and cafeterias were included.
- The date when a building was first completed and accepted was used. Later additions to the buildings were not taken into consideration in determining the age of the building or facilities.
- Portable buildings were counted in terms of separable units. If three separable portable units, of one classroom each, were placed on the same foundation on a site, they were reported as three portable buildings with one classroom each.

### Highlights of the Inventory

A report, "Inventory of Public Elementary School Facilities in California, October 1, 1962," prepared by the author and summarizing the more important findings, was recently published. The highlights of that report are presented in the following paragraphs.

**Buildings.** The total number of buildings, the types of buildings, and their periods of construction appear in Table 1.

The districts reported a total of 26,750 buildings. Of these, 20,892 (78.1 percent) were non-portable, and 5,858 (21.9 percent) were portable buildings.

About three-fourths (76.2 percent) of the total number of buildings were constructed in the period from 1950 to 1962; only 2.2 percent were built prior to 1920.

The data received disclosed that uniform construction was predominant. "Uniform construction," as used in this report, means that a single material, such as wood or stucco, was used in the construction of the frame or the outside walls

**TABLE 1**  
**Nonportable and Portable Elementary School Buildings, by Periods of Construction,**  
**as of October 1, 1962**

	Total	Age unknown	Age known	1919 and earlier	1920-1929	1930-1939	1940-1949	1950-1962
Buildings								
Number.....	26,750	913	25,837	582	1,167	1,236	3,176	19,676
Percent.....			100.0	2.2	4.5	4.8	12.3	76.2
Nonportable buildings								
Number.....	20,892	169	20,723	509	953	931	2,480	15,850
Percent.....			100.0	2.5	4.6	4.5	12.0	76.4
Portable buildings								
Number.....	5,858	744	5,114	73	214	305	696	3,826
Percent.....			100.0	1.4	4.2	6.0	13.6	74.8

of a building. If more than one material was used, the term "combination of materials" was used. Uniform construction was reported in 94.6 percent of the frames and in 93.6 percent of the walls of nonportable buildings, and in 98.7 percent of the frames and 99.7 percent of the walls of portable buildings. In 1962 a typical nonportable elementary school building had a wood frame and stucco walls; a typical portable building had a wood frame and walls consisting of either stucco or wood siding.

The typical elementary school buildings had one story and no basement. Only 691 buildings—2.6 percent of the buildings reported—had more than one story. Of these, 666 had two stories, 23 had three stories, and 2 had four stories.

*Classrooms and General Use Facilities.* A summary of classrooms and general use facilities in elementary schools by periods of construction is presented in Table 2.

The age of buildings in which 1,151 classrooms—1.4 percent of the total number of classrooms—were located could not be ascertained. Slightly more than two-thirds (68.7 percent) of the 79,380 classrooms of known age were completed between 1950 and 1962.

The majority of kindergarten rooms (62.5 percent) ranged in area between 900 and 1,299 square feet. The percent of kindergarten rooms having less than 900 square feet was 4.9 percent, and those having 1,700 square feet and over composed 2.9 percent. The remaining 29.7 percent ranged in size from 1,300 to 1,699 square feet.

Slightly more than four-fifths of the regular classrooms were concentrated in two nearly balanced size groups: 41.2 percent were between 850 and 949 square feet; and 42.3 percent between 950 and 1,049 square feet. The smallest classrooms—those with less than 600 square feet—composed 0.7 percent; the largest classrooms—those having 1,050 square feet and over—composed 3.9 percent of all regular classrooms. The remaining classrooms (11.9 percent) fell in the group having from 600 to 849 square feet.

The largest group (36.3 percent) of special classrooms was that serving exceptional pupils (excluding the gifted). Music, homemaking, and shop, in roughly equal proportions, accounted for 40 percent of the number of special classrooms. Miscellaneous special classrooms (23.7 percent) included classrooms for arts and crafts, science demonstration laboratories, language laboratories, gifted pupils, and so forth.

*School Plants.* School plants that were not in use on October 1, 1962, and those for which the site information was not reported were excluded. A total of 4,872 school plants were summarized.

If the school plants are classified by the number of classrooms in each, the modal class—that is, the class which contains the largest number of school plants—included all schools having from 16 to 20 classrooms. There were 1,266 such school plants. One-classroom schools formed the smallest number of school plants (140 schools or 2.9 percent of all schools).

When classified by the size of the site, the modal class consisted of schools with sites rang-



TABLE 2

## Classrooms and General Use Facilities in Elementary Schools, by Periods of Construction, as of October 1, 1962

	Total	Age unknown	Age known	1919 and earlier	1920-1929	1930-1939	1940-1949	1950-1962
Classrooms								
Number.....	80,531	1,151	79,380	2,988	7,350	5,122	9,384	54,536
Percent.....			100.0	3.8	9.3	6.4	11.8	68.7
Kindergarten.....	6,367	18	6,349	168	432	299	789	4,661
Regular classrooms.....	69,992	1,037	68,955	2,692	6,642	4,600	8,194	46,827
Special classrooms.....	4,172	96	4,076	128	276	223	401	3,048
General use facilities								
Libraries.....	1,643	9	1,634	90	220	146	166	1,012
Auditoriums.....	481	6	475	40	166	92	49	128
Multipurpose rooms.....	3,230	19	3,211	124	203	162	216	2,506
Cafeterias.....	698	41	657	84	162	94	110	207

ing from 9 to 10.9 acres. There were 1,221 such sites—25.1 percent of all school sites. The smallest number of school plants—125 or 2.6 percent of all school plants—were found in the class of 20 acres and over.

*School Districts.* Seventh and eighth grades that formed part of a junior high school or of a junior-senior high school, as in the case of high school districts or unified school districts, were not included in this inventory of elementary school facilities. In the case of unified school districts, only the average daily attendance of the elementary segment was used.

The following findings cover 1,304 school districts with facilities which consisted of 26,750 buildings and 80,531 classrooms located on 41,288 acres.

Slightly more than one-half of the districts—namely, 661 (50.7 percent)—had less than 300 pupils in average daily attendance. Their sites had a combined acreage of 4,144.8 acres or 10 percent of the total acreage on which 1,328 buildings or 5 percent of all buildings, with a total of 3,134 or 3.9 percent of all classrooms, were located.

At the other extreme, the 40 largest districts, with an a.d.a. of 10,000 pupils or more, formed 3.1 percent of the districts and accounted for 12,294 acres (29.8 percent); 12,561 buildings, (47 percent); and 35,942 classrooms (44.6 percent).

The bulk of the facilities serving elementary schools was located in districts with 2,000 a.d.a. and over, a group which included slightly less than one-fifth (18.6 percent) of the number of

districts. These districts accounted for 28,473.5 acres (69 percent), 21,986 buildings (82.2 percent of all buildings; 77.9 percent of the non-portable buildings; and 97.6 percent of the portable buildings), and 65,323 (81.1 percent) of the classrooms.

## PADUA HILLS

(Continued from page 19)

craft. Hospitality for Mexican tourists will also be provided to assure our southern neighbors that there is a place in California where the authentic culture of Mexico is revered.

Those of us responsible for teaching a foreign language realize the need to teach the culture along with the language. We are fortunate to have Padua Hills as a resource of Mexican culture for our students of Spanish. It is often difficult to find sources of the culture of, say, France or Germany in southern California. It is to be hoped that an experience parallel to Padua Hills can someday be provided for our children studying other languages. To visit a center of German culture, where the real Germany can be seen in microcosm, would be invaluable. Some place where German food and song abound, and where hosts create a *Gemütlichkeit* atmosphere and spread a carpet of friendship, would do more than all the books, brochures, and posters in the world.

Padua Hills is a treasured resource for the school children of California; an exemplary project pointing a way to solving a real problem—how to introduce a foreign culture to foreign-language students.

# ADULT EDUCATION

## A Statistical Summary of Adult Education in California, 1965-66

By Stanley E. Sworder  
Chief, Bureau of Adult Education



EUGENE M. DEGABRIELE  
SECTION EDITOR

Increasing numbers of adults have continued to enroll in California's adult schools, high schools, and junior colleges during the past school year. The reports submitted by these



Stanley E. Sworder

schools to the Bureau of Education Research on October 31, 1965, indicate that 599,195 adult students were enrolled, compared with 587,094 in October, 1964.

The number of adults who completed graduation requirements for certificates, diplomas, and degrees increased 16.8 percent over 1964. Adults in California received 1,696 elementary certificates, 13,826 high school diplomas, and 2,779 associate degrees in 1965.

In 1965-66 there was a total of 803,332 enrollments in 18,130 classes for adults and adult enrollments of 75 percent or more in 7,721 junior college graded classes. These figures represent total enrollments in classes for adults, not the number of individuals enrolled. (See Table 1.) It is expected that by the close of the current school year, there will be approximately 1,700,000 class enrollments of adults. The academic subjects—including elementary studies, English, foreign languages, mathematics, sciences, social sciences, and fine arts—account for 37.22 percent of adult enrollments in the current school year; the vocational subject fields of business education, industrial education, and agriculture account for 25.07 percent. These two areas account for 62.29 percent of the enrollments in courses that meet adult needs for academic or vocational education. (See Table 2.)

TABLE 1  
Enrollments in Classes for Adults, According to Courses and Types of School, October, 1965

Subject field	Number enrolled as of October, 1965				Total
	In classes in adult schools	In adult education classes in day high schools	In junior college classes for adults	In junior college graded classes	
Elementary subjects .....	8,938	343	988	0	10,269
English .....	38,423	2,076	5,771	24,993	71,263
Foreign languages .....	24,561	2,057	7,698	6,658	40,974
Mathematics .....	18,590	1,166	2,892	17,150	39,798
Sciences .....	7,051	295	1,736	14,448	23,530
Social sciences .....	37,726	1,891	6,611	41,051	87,279
Americanization .....	36,565	1,467	4,611	160	42,803
Business education .....	70,891	4,665	11,152	46,605	133,313
Fine arts .....	36,305	2,884	9,353	11,819	60,361
Homemaking .....	42,300	3,397	8,648	2,221	56,566
Parent education .....	20,260	1,326	6,354	672	28,612
Industrial education and agriculture .....	45,018	3,571	11,366	47,139	107,094
Civic education and special fields .....	23,615	1,254	2,519	733	28,121
Crafts .....	20,752	1,345	4,702	575	27,374
Health and physical education .....	10,470	1,369	585	4,395	16,819
Forum and lecture series .....	15,683	186	13,287	0	29,156
Total .....	457,148	29,292	98,273	218,619	803,332

**TABLE 2**  
**Enrollments in Classes for Adults, According to**  
**Subject Field, 1961-62-1965-66**

Subject field	Percent of total enrollment				
	1961-62	1962-63	1963-64	1964-65	1965-66
Elementary subjects.....	0.95	1.21	1.27	1.43	1.75
English.....	7.90	7.93	8.26	8.48	7.99
Foreign languages.....	5.24	5.43	5.20	4.96	5.86
Mathematics.....	4.47	4.73	5.08	5.61	3.87
Sciences.....	2.22	2.19	2.36	2.54	1.55
Social sciences.....	9.08	8.66	9.47	9.84	7.90
Americanization.....	5.71	6.51	6.41	6.18	7.29
Business education.....	16.93	16.61	16.96	17.15	14.82
Fine arts.....	6.58	7.15	6.85	6.86	8.30
Homemaking.....	8.11	7.63	7.41	6.90	9.29
Parent education.....	3.26	2.42	3.12	3.39	4.77
Industrial education and agriculture.....	14.45	14.75	14.27	13.46	10.25
Civic education and special fields.....	5.02	3.67	3.43	3.47	4.68
Crafts.....	3.46	3.93	3.57	3.38	4.58
Health and physical education.....	1.85	1.81	1.66	1.87	2.12
Forum and lecture series.....	4.77	5.37	4.68	4.48	4.98

Each year enrollment data are requested on a selected group of subject matter offerings. These data are submitted with the October Report. For the current school year, the data were requested for classes in adult basic education, elementary subjects, English, foreign languages, mathematics, sciences, social sciences, and Americanization. As Table 3 indicates, Americanization, English, and social science enrollments are substantially ahead of enrollments in other offerings in the adult schools and high schools maintaining classes for adults, while English and social sciences have the largest number of classes and enrollments in the junior colleges.

Not reflected in Table 3 are enrollments in federally funded projects. Considerable impetus has been given to programs for undereducated adults through the Economic Opportunity Act, Title II, Part B, Adult Basic Education. Adult basic education or elementary subjects, as classes for undereducated adults are usually called, are offered primarily in adult schools or high schools maintaining classes for adults. Approximately 12,000 adults are enrolled in basic education classes under the Economic Opportunity Act.

Since October, 1960, the number of administrative units at the high school adult education level has increased by 16. There are now 155 separate adult schools with 123 full-time administrators and 32 designated as less than full time.

(Several administrators are now identified as coordinators or directors of adult education programs by school districts.) Additional adult education classes are administratively attached to 135 day high schools and to 62 junior colleges that report classes for adults as well as graded classes in which 75 percent or more of the enrollment is composed of adults.

Administrative salaries in adult schools, evening high schools, and evening junior colleges are

**TABLE 3**  
**Number of Classes and Enrollments in**  
**Selected Subject Fields, According to**  
**Type of School, October, 1965**

Subject field	Adult schools and high schools maintaining classes for adults		Junior colleges maintaining classes for adults and graded classes primarily organized for adults	
	Number of classes	Enrollments	Number of classes	Enrollments
Adult basic education.....	344	5,540	71	746
Elementary subjects.....	239	6,720	61	1,180
English.....	1,076	35,619	935	25,189
Foreign languages.....	789	24,564	490	11,990
Mathematics.....	632	18,448	778	15,870
Sciences.....	253	6,288	474	13,787
Social sciences.....	983	36,493	960	34,514
Americanization.....	1,120	37,323	194	5,048
Total.....	5,436	170,995	3,963	108,324



listed in Table 4. The full-time administrator's salary range is between \$10,000 and \$19,000.

**TABLE 4**

**Salaries of Administrators of Adult Schools and Junior Colleges, 1965-66**

Full-time salaries	Number of administrators	Part-time salaries	Number of administrators
\$10,000-----	4	\$1,000 or less	1
11,000-----	6	2,000-----	2
12,000-----	15	3,000-----	0
13,000-----	28	4,000-----	2
14,000-----	23	5,000-----	2
15,000-----	21	6,000-----	3
16,000-----	30	7,000-----	2
17,000-----	11		
18,000-----	3		
19,000-----	1		

**TABLE 5**

**Hourly Pay Rates for Teachers in Adult Schools and Junior College Adult Education Programs, 1965-66**

Rate of pay per hour	Number of schools paying only stated rate per hour as of October, 1965	Number of schools paying according to salary schedules	
		Minimum rate per hour	Maximum rate per hour
\$4.00-----	0	4	0
4.50-----	0	4	0
5.00-----	9	18	6
5.50-----	34	15	6
6.00-----	16	4	20
6.50-----	5	5	8
7.00-----	5	2	5
7.50-----	1	27	3
8.00-----	5	2	30
8.50-----	0	0	0
9.00-----	0	0	1

Hourly pay rates for teachers in adult education programs are shown in tables 5 and 6. The median rates, which continue to move upward slowly, are found in the \$5.75-\$6.25 range. Hourly pay rates tend to be higher in the junior colleges than in the high schools.

Tuition schedules have remained fairly stable from year to year with no marked increase during the past year, but the number of schools that collect fees has increased. Schools which collect on a term basis have a median fee of approximately \$3; on a course basis, the median is approximately \$2. (See Table 7.)

**TABLE 6**

**Hourly Pay Rates for Teachers in Junior College Adult Education Programs, 1965-66**

Rate of pay per hour	Number of schools paying only stated rate per hour as of October, 1965	Number of schools paying according to salary schedules	
		Minimum rate per hour	Maximum rate per hour
\$4.50-----	0	2	0
5.00-----	0	5	0
5.50-----	0	8	2
6.00-----	3	10	1
6.50-----	3	7	4
7.00-----	1	6	3
7.50-----	5	8	7
8.00-----	0	0	16
8.50-----	0	0	4
9.00-----	1	0	2
9.50-----	0	0	1
10.00-----	0	0	1
10.50-----	0	0	3
11.00-----	0	0	2
16.00-----	0	0	0
17.00-----	0	0	1

**TABLE 7**

**Tuition Fees per Term and per Course in Adult Education Programs, According to Type of School, 1965-66**

Tuition fee	Number charging the fee as of October, 1965					
	Adult schools		Day high schools		Junior colleges	
	Term	Course	Term	Course	Term	Course
Nonreported	94	93	102	107	54	47
\$1.00 or less	1	9	6	0	0	0
1.01-2.00--	13	7	8	6	3	1
2.01-3.00--	14	24	9	12	4	10
3.01-4.00--	28	17	3	5	0	1
4.01-5.00--	5	4	6	5	1	1
5.01 or more	0	1	0	0	0	2

**Ontario Teacher Wins Award**

Alice Jewell Meador, Teacher in the Ontario Elementary School District and Instructor at LaVerne College, has won the Helen Heffernan Scholarship Award for 1966.

The California Association for Supervision and Curriculum Development presents this award each year in honor of Miss Heffernan, former Chief of the Bureau of Elementary Education in the Department of Education.



THEODORE R. SMITH  
SECTION EDITOR

# NEWS AND NOTES

## From the Meetings of the Board



**TEXTBOOK ADOPTIONS**—Acting on the recommendations of the State Curriculum Commission, the State Board of Education has authorized the largest adoption of textbooks in the history of California education. The textbooks are in the subject areas of science, grades one through eight; health, grades one through eight; social sciences, grades two and three; history and geography, grade five; and history, geography, civics, California government, and related social sciences, grade eight.

The four- to eight-year adoption period will begin on July 1, 1967. For these books, the state will spend approximately \$14.6 million for printing or purchasing the first year's supply only. Adopted books are subject to revision by the State Department of Education under the direction of the State Curriculum Commission and the State Board of Education. The newly adopted textbooks follow:

### BASIC TEXTBOOK IN CALIFORNIA GOVERNMENT

Veig, John A., and Others. *California People and Their Government*. San Francisco: Century Schoolbook Press, 1966. (1 book per 3 pupils in grade 8)

### BASIC TEXTBOOK IN CIVICS

Gross, Richard E., and Vanza Devereaux. *Civics in Action*. San Francisco: Harr Wagner Publishing Co., 1966. (1 per pupil in grade 8)

### BASIC TEXTBOOKS IN HEALTH

Bauer, W. W., and Others. **HEALTH FOR ALL SERIES** of the CURRICULUM FOUNDATION SERIES. Chicago: Scott, Foresman & Co., 1965. (1 per 2 pupils in grades 7 and 8)

Byrd, Oliver E., and Others. **THE LAIDLAW HEALTH SERIES**. New York: Laidlaw Brothers, 1966. (1 per 3 pupils in grades 1 and 2; 1 per pupil in grades 3 through 6)

### BASIC TEXTBOOKS IN HISTORY AND GEOGRAPHY

Caughy, John W., and Others. *Land of the Free*. Pasadena, Calif.: Franklin Publications, Inc., 1965. (1 per pupil in grade 8)

Havighurst, Walter, and Others. **UNITED STATES AND CANADA GEOGRAPHY SERIES**. Grand Rapids, Mich.: The Fideler Co., 1965, 1966. (1 per 4 pupils in grade 5)

Ver Steeg, Clarence L. *The Story of Our Country*. New York: Harper & Row, 1965. (1 per pupil in grade 5)

### BASIC TEXTBOOKS IN SCIENCE

Brandwein, Paul F., and Others. **CONCEPTS IN SCIENCE SERIES**. New York: Harcourt, Brace & World, Inc., 1966. (1 per pupil in grades 1 through 6)

MacCracken, Helen Dolman, and Others. **SINGER SCIENCE SERIES**. Syracuse, N.Y.: L. W. Singer Co., 1964. (1 per pupil for low average and below average in grades 7 and 8)

Navarra, John Gabriel, and Joseph Zaffaroni. **TODAY'S BASIC SCIENCE SERIES**. New York: Harper & Row, 1965. (1 per pupil for high average and above average in grades 7 and 8)

### SUPPLEMENTARY TEXTBOOKS IN CALIFORNIA GOVERNMENT, CIVICS, GEOGRAPHY, HISTORY, AND RELATED SOCIAL SCIENCES

Bailey, Helen Miller. *40 American Biographies*. New York: Harcourt, Brace & World, 1964. (1 per 15 pupils in grade 8)

*California Information Almanac*. Edited by Adolph Stone, Lakewood, Calif.: California Information Almanac, Inc., 1966. (1 per 10 pupils in grade 8)

Fraser, Dorothy M., and Helen F. Yeager. *Under Freedom's Banner*. New York: American Book Co., 1964. (1 per 15 pupils in grade 5)

Fugate, Kathryn. *Exploring Your Community, Discovering Other Communities, and Many People in Many Places*. Pasadena, Calif.: Franklin Publications, 1965. (1 per 5 pupils in grade 3)

*Picture Atlas*. Pasadena, Calif.: Franklin Publications, 1965. (1 per 5 pupils in grades 2 and 3)

Goetz, Delia. *At Home in Our Land*. Boston: Ginn and Co., 1965. (1 per 3 pupils in grade 3)

Harrison, Richard E. *The Ginn World Atlas*. Boston: Ginn and Co., 1963. (1 per 4 pupils in grade 5)

Hunnicut, C. W., and Jean D. Grambs. *Your Community and Mine*. Syracuse, N.Y.: L. W. Singer Co., 1966. (1 per 3 pupils in grade 3)

Kroeber, Theodora. *Ishi, Last of His Tribe*. Berkeley, Calif.: Parnassus Press, 1964. (1 per 10 pupils in grade 8)

Lawrence, Paul, and Others. *Negro-American Heritage*. San Francisco: Century Schoolbook Press, 1965. (1 per 15 pupils in grades 5 and 8)

Lens, Sidney. *Working Men: The Story of Labor*. New York: G. P. Putnam's Sons, 1960. (1 per 30 pupils in grade 8)

Martucci, Amelia. *The Earth: Maps and Globes*. New York: Noble and Noble, 1965. (1 per 2 pupils in grade 3; 1 per 15 pupils in grade 5)

Minugh, Lena Stuart, and Nancy Keochakian Cory. *Westward the Nation in Song, Dance, and Story*. Pasadena, Calif.: Franklin Publications, 1965. (1 per 30 pupils in grade 5)

Morris, Richard B., and Others. *The Life History of the United States Series*. New York: Time, Inc., 1963 and 1964. (1 per 30 pupils in grade 8)

Patterson, Franklin, and Others. *This Is Our Land*. Syracuse, N.Y.: L. W. Singer Co., 1963. (1 per 30 pupils in grade 5)

Peterson, Lorraine, and Others. *Land, Labor, Management*. New York: Noble and Noble, 1965. (1 per 5 pupils in grade 8)

Pursel, Marjorie, and Ruth Shaw Radlauer. *Where in the World Do You Live? From Place to Place, Food from Farm to Family, and Clothes from Head to Toe*. Pasadena, Calif.: Franklin Publications, 1965. (1 per 5 pupils in grade 2)

Ritter, Ed, and Others. AMERICANS ALL SERIES. New York: McGraw-Hill Book Co., 1965. (1 per 30 pupils in grade 8)

Sanderson, Ivan T. *The Continent We Live On*. New York: Random House, Inc., 1962. (1 per 30 pupils in grade 8)

Shaftel, George, and Others. *Westward the Nation*. Pasadena, Calif.: Franklin Publications, 1965. (1 per 15 pupils in grade 5)

Starr, Isadore, and Others. *Living American Documents*. New York: Harcourt, Brace & World, Inc., 1961. (1 per 15 pupils in grade 8)

Tompkins, Stuart R., and Edna Fergusson. UNITED STATES AND CANADA GEOGRAPHY SERIES (Alaska and Hawaii). Grand Rapids, Mich.: Fideler Co., 1966. (1 per 15 pupils in grade 5)

Wann, Kenneth D., and Others. *Learning About Our Neighbors*. Boston: Allyn and Bacon, Inc., 1962. (1 per 3 pupils in grade 2)

#### SUPPLEMENTARY TEXTBOOKS IN SCIENCE

Collins, Barbara J. *California Plant and Animal Communities*. Pasadena, Calif.: Franklin Publications, 1965. (1 per 30 pupils in grades 4 through 6)

..... *The Story of Our Earth*. Pasadena, Calif.: Franklin Publications, 1965. (1 per 30 pupils in grades 4 through 6)

*Geology and Earth Sciences Sourcebook*. Edited by Robert L. Heller. New York: Holt, Rinehart, & Winston, Inc., 1962. (1 per 30 pupils in grades 6 through 8)

Hone, Elizabeth B., and Others. *A Sourcebook for Elementary Science*. New York: Harcourt, Brace, & World, 1962. (1 per 30 pupils in grades 4 through 8)

Houghton, George, and Byron Jordan. *Let's Explore the Ocean*. Pasadena, Calif.: Franklin Publications, 1965. (1 per 30 pupils in grades 4 through 6)

Jacobson, Willard J., and Others. THINKING AHEAD IN SCIENCE SERIES. New York: American Book Company, 1965. (1 per 10 pupils in grades 1 through 6)

Joseph, Alexander, and Others. *A Sourcebook for Physical Sciences*. New York: Harcourt, Brace & World, 1961. (1 per 30 pupils in grades 6 through 8)

Lapp, Ralph E., and Others. *Life Science Library*. Morristown, N.J.: Silver Burdett Co., 1962-1965. (1 per 30 pupils in grades 6 through 8)

Lavaroni, Charles. *The Wonders of Water*. Pasadena: Franklin Publications, Inc., 1965. (1 per 5 pupils in grades 4 through 6)

MacLean, Donald A. *The Sea: A New Frontier*. Pasadena, Calif.: Franklin Publications, 1965. (1 per 30 pupils in grades 4 through 6)

Morholt, Evelyn, and Others. *A Sourcebook for the Biological Sciences*. New York: Harcourt, Brace & World, 1966. (1 per 30 pupils in grades 6 through 8)

Peterson, Roger T., and Others. *Life Nature Library*. Morristown, N.J.: Silver Burdett Co., 1962-1965. (1 per 30 pupils in grades 6 through 8)

Preston, Edna Mitchell, and Others. A FOLLETT BEGINNING SCIENCE BOOK SERIES. New York: Follett Publishing Co., 1960-1965. (1 per 30 pupils in grades 2 and 3)

*Silver Burdett Reading and Research Program*. Adapted from a volume in the *Life Nature Library* by Peter Farb and the editors of *Life*. Morristown, N.J.: Silver Burdett Co., 1964. (1 per 10 pupils in grades 4 through 6)

Smith, Arthur C. *Western Butterflies*. Menlo Park: Lane Book Co., 1961. (1 per 30 pupils in grades 4 through 6)

Strasser, Ben B. *Molecules in Motion*. Pasadena, Calif.: Franklin Publications, 1965. (1 per 5 pupils in grades 4 through 6)

Sullivan, Raymond. CENTURY'S SPACE, EARTH, AND LIFE SCIENCE SERIES. San Francisco: Century Schoolbook Press, 1966. (1 per 30 pupils in grades 1 through 4, 7 and 8)

Vessel, M. F., and E. J. Harrington. *Common Native Animals*. San Francisco: Chandler Publishing Co., 1961. (1 per 30 pupils in grades 7 and 8)

Vessel, Matthew F., and Herbert H. Wong. *Introducing Our Western Birds*. Palo Alto, Calif.: Fearon Publishers, Inc., 1965. (1 per 30 pupils in grades 4 through 6)

..... *Seashore Life of Our Pacific Coast*. Palo Alto, Calif.: Fearon Publishers, Inc., 1965. (1 per 30 pupils in grades 4 through 6)

In addition to adopting the preceding textbooks, the Board extended the adoption period of the following textbooks: BASIC SCIENCE EDUCATION SERIES (one year); *First Book Series* (one year); *Great Names in Our Country's Story* (one to four years); *Our United States in a World of Neighbors* (four years); *Real People Series* (one year); *The United States and Canada* (four years); *Water: Riches or Ruin* (four years).



### SCHOOL DISTRICT ORGANIZATION—

To bring about change in the school district organization in California, the State Board of Education has to approve recommendations for change, and the voters in the involved areas must then approve the change. On July 1, a total of 37 new unified school districts, which had Board and voter approval, became effective for all purposes. California now has 228 unified districts, 59 junior college districts, 133 high school districts, and 824 elementary school districts. The 37 new districts replace 37 high school districts and 163 elementary school districts.

In recent meetings of the Board of Education, the Board approved a proposal for the formation of a new junior college district comprising all the territory of Butte County except that portion which lies within the Marysville Unified School District.

In other actions, the Board has approved the following proposals:

*Calaveras*—an amendment to the plan for the formation of one unified district comprising the territory of Calaveras. Unified and Bret Harte Union High School districts.

*Kern*—the master plan for school district organization (recommended by the State Department of Education) for those portions of Inyo, Tulare, and San Bernardino counties that are under the jurisdiction of the Kern County Superintendent of Schools.

*Lake*—the State Department of Education's recommendation to amend the unification plan with respect to establishment of the maximum tax rate.

*Napa*—one district comprising the territory of Calistoga Joint Unified, Howell Mountain Elementary, Pope Valley Union Elementary, and St. Helena Unified school districts.

*Orange*—the State Department of Education's plan for unification of the Anaheim Union High School District.

*Sacramento, Solano, and Yolo*—one unified district comprising the territory of Clarksburg Unified School District and Courtland and Rio Vista Joint Union high school districts, excluding a portion of Montezuma Union and Rio Vista Joint Union school districts; one unified district comprising the territory of Travis Unified and Armijo Joint Union high school districts and portions of the Montezuma Union and Rio Vista Joint Union school districts, presently a part of the Rio Vista Joint Union High School District.

*Santa Clara*—annexation of Montebello School District to Fremont Union High School District; petition for transfer of territory from the Jefferson Union High School District to the Cupertino Union High School

District without prejudice on the part of the Board and with the proviso that this should not be construed as approval given with respect to the merits of the petition.

*Ventura*—two districts from the territory of Oxnard Union and Moorpark Memorial Union high school districts. The Board also approved the existing Parlier Unified School District and the unification of Selma Union High School District as part of *Fresno County's* master plan of school district organization and the existing Stony Creek Joint Unified School District as part of *Glenn County's* master plan of school district organization.

The Board rejected the recommendations that the existing Princeton Joint Unified School District be continued as part of the master plan for school district organization of *Glenn County* and that the existing Calipatria Unified School District and the Imperial Unified School District be continued as part of the master plan of school district organization for *Imperial County*. The Board also rejected the recommendation that two unified school districts be formed from the territory of the Santa Barbara Union High School District in *Santa Barbara County*.

**ESEA, TITLE II**—The Board has appointed a new 13-member committee which has the responsibility of planning for the further implementation in California of Title II of the Elementary and Secondary Education Act.

Title II of ESEA, "School Library Resources," provides for a five-year program to make available for the use of school children expanded school library resources to improve educational quality in the schools of the nation.

The newly appointed members of the State Advisory Committee for Title II, ESEA, follow:

Elizabeth Edmundson, Headmistress, Westridge School; Mrs. Mildred P. Frary, Supervisor of Libraries, Los Angeles City Schools; Myron Greene, Principal, Seaside High School; Francis Grunenfelder, Superintendent of Schools, Orange County; Mrs. Elsie D. Holland, Coordinator, School Library Services, Alameda County; Leslie H. Janke, Head, Librarianship Department, San Jose State College; John Keene, Director, Instructional Materials, Kern County; Mrs. Mary H. Mitchell, Director of Instruction, Palm Springs Unified School District; Effie Lee Morris, Coordinator, Children's Library Activities, San Francisco Public Library; Msgr. Edmund S. O'Neill, Interim Coordinator, Federal Aid to Education Programs, Diocese of California; John M. Rand, Superintendent, Temple City Unified School District; Margaret Ward, Library Consultant, California State Library; and Mrs.

Ann Weatherbe, Librarian, Los Altos Elementary School District.

Leslie H. Janke, who is a past president of the California Association of School Librarians, has been named chairman of the committee.

**STUDENT ADVISORY BOARD**—In its first annual meeting with the newly created California Student Advisory Board on Education, the State Board of Education heard reports from the following student representatives on the topics listed:

- Alma Alcala, Manteca Union High School: Education on the Relationship of the Sexes
- Duane Oliveira, Newark: Extracurricular Activities
- Doug Otto, Long Beach: Better Appreciation and Better Understanding for Students in Education
- Carl Smith, Wasco Union High School: State Financial Aid Increase
- Bob Toolan, Huntington Park High School: State Required Instruction and the Quality of Teachers Thereof

Charles Jennings, Jr., of Lemoore High School and President of the California Association of Student Councils, told the Board of the new advisory group's two-day meeting at which the reports were prepared.

The Board has asked the Department of Education to review the students' reports and to make recommendations regarding them.

**RACIAL SURVEY**—The State Board of Education has adopted the guidelines to be used in the first racial and ethnic survey of pupils and personnel in all California public schools. The survey will be made by the schools next fall, and the results will be reported as part of the October, 1966, attendance report.

Inquiries regarding the survey should be directed to the Bureau of Intergroup Relations in the Department of Education.

**ESEA, TITLE IV**—Title IV of the Elementary and Secondary Education Act authorizes the granting of funds for research, surveys, and demonstrations in the field of education and for the dissemination of information derived from research and development. Also authorized is the training of educational research workers. To achieve these goals, Title

IV further provides for the establishment and operation of regional educational research and development laboratories. These laboratories, which will have close ties with state departments of education, will work directly with the schools and with supplementary education centers authorized by Title III of the ESEA in the planning and conducting of research, development, and demonstration projects.

Two such laboratories have been established in California, and each has received a planning grant to finance the development of a work program. The Far West Laboratory for Educational Research and Development, which will serve northern California and western Nevada, will be located in the San Francisco bay area. The interim board of directors representing the various educational groups participating in the formation of the laboratory includes the following persons:

Robert D. Clark, President, San Jose State College; Edwin C. Coffin, Monterey County Superintendent of Schools; E. J. Cain, Dean, School of Education, University of Nevada; Robert M. Rosenzweig, Associate Dean, Graduate Division, Stanford University; Theodore Reller, Dean, School of Education, University of California, Berkeley; Mrs. Seymour Mathiesen, Member, State Board of Education; Harold Spears, Superintendent, San Francisco Unified School District; Albert Seeliger, Superintendent, Ormsby, Nevada, School District; and Monsignor Pierre Donavan, Oakland Diocese, Catholic Church.

The Southwest Regional Laboratory for Educational Research and Development, which will serve Arizona, southern California, and southern Nevada, will be located in the Los Angeles area. The board of directors includes the following:

Irving Melbo, Dean, School of Education, University of Southern California; Howard Wilson, Dean, School of Education, University of California, Los Angeles; Malcolm Love, President, San Diego State College; Wesley Melahn, President, System Development Corporation, Santa Monica; Jack P. Crowther, Superintendent, Los Angeles City School Districts; Leonard L. Grindstaff, Riverside County Superintendent of Schools; and William A. Norris, Member, State Board of Education.

**FOREIGN LANGUAGE EXEMPTIONS**—A "lack of qualified teachers" and "financial problems" lead the list of reasons given by school districts for seeking exemption from

offering foreign language instruction to pupils in grades six and seven during the 1966-67 school year. By law, California school districts must offer such instruction unless the State Board grants exemption (see Education Code Section 7604.1).

For the 1966-67 school year, the Board has granted exemptions to the following school districts for the grades indicated (in parentheses):

#### UNIFIED DISTRICTS

*Alameda County:* Albany City (grade 6), Fremont (6), and Newark (6); *Fresno County:* Fresno City (6, 7) and Laton (6); *Los Angeles County:* Baldwin Park (7), Bassett (6), Claremont (6), Covina Valley (6), and Glendale (7); *Mendocino County:* Mendocino (6); *Orange County:* Garden Grove (6);

*Placer County:* Western Placer (6, 7); *Riverside County:* Desert Center (6); *San Bernardino County:* Barstow (6, 7); *San Diego County:* San Diego City (6), and Vista (6, 7); and *Santa Barbara County:* Lompoc (6).

#### ELEMENTARY SCHOOL DISTRICTS

*Alameda County:* Mountain House (6, 7); *Butte County:* Manzanita (6, 7) if a teacher cannot be hired in time for the opening of school; *Del Norte County:* Mountain (6, 7); *Fresno County:* Cantua (6, 7), Las Deltas (6), Mendota Union (6, 7), and Sierra Union (6); *Glenn County:* Bayliss (6, 7), German (6, 7), Kanawha (6, 7), and Liberty (6, 7);

*Humboldt County:* Freshwater (6); *Kern County:* China Lake (6) and Lost Hills Union (6, 7); *Kings County:* Hanford (7); *Lassen County:* Johnstonville (6, 7), Lake (6, 7), and Richmond (6, 7); *Los Angeles County:* East Whittier City (6), Newhall (6), and Saugus Union (6);

*Merced County:* Hopeton (6, 7) and Snelling-Merced Falls (6, 7); *Napa County:* Howell Mountain (6, 7); *Nevada County:* Cherokee (6, 7), Chicago Park (6, 7), North San Juan (6, 7), and Pleasant Valley (6, 7);

*Placer County:* Auburn Union (7); *Riverside County:* Indio (6); *San Joaquin County:* Holt Union (6, 7) and Lafayette (6, 7); *Santa Barbara County:* Buellton Union (6, 7), Casmalia (6, 7), and Guadalupe Union (6, 7); *Santa Clara County:* Air Point (6, 7) and Whisman (6);

*Siskiyou County:* Big Springs Union (6, 7), Bogus (6, 7), Butteville Union (6, 7), Dorris (6, 7), Etna Union (6), Fort Jones Union (6, 7), Gazelle Union (6, 7), Klamath River Union (6, 7), Little Shasta (6), Quartz Valley (6, 7), Sawyers Bar (6, 7), and Tulelake Joint (6, 7); *Trinity County:* Lewiston (6, 7); *Tulare County:* Rockford (6, 7); and *Yuba County:* Rose Bar (6, 7).

**ENGLISH LANGUAGE CENTERS**—The 1965 Legislature passed Assembly Bill 3224 providing "for the establishment and maintenance of English language centers, to be supported by federal funds, where instructional programs in the English language are provided for children, minors and adults, of all ages, whose inability to read, write, and speak the English language impairs their ability to cope with the challenges of an ordinary education program or impairs their ability to obtain and retain employment of a kind which is commensurate with their unrealized abilities." A county superintendent of schools or the governing board of any unified or junior college district may establish and maintain one or more such centers.

The Department of Education is required to approve applications to establish centers authorized by this legislation, to allocate funds available for the support of such centers, and to "establish by rules and regulations uniform standards under which an English language center shall be operated and maintained, and under which an instructional program in the English language shall be provided."

The Board of Education has adopted the rules and regulations which set forth the standards for operating and maintaining English language centers and the procedures to be followed in making an application for funds (see sections 600-622 of the California Administrative Code, Title 5).

**CRITERIA FOR TEXTBOOKS**—The Board has approved the criteria to be used in evaluating the dictionaries and the textbooks in music, spelling, handwriting, and English for the upcoming textbook adoptions.

The criteria for music materials for pupils in kindergarten through grade eight were prepared by the State Curriculum Commission in cooperation with the Music Educators Association.

The criteria for dictionaries and textbooks in spelling, handwriting, and English for pupils in the first eight grades were developed by the Curriculum Commission working together with teacher committees and the Board's Advisory Committee on a Framework for English Language Instruction.



**VOCATIONAL EDUCATION**—The Board has adopted the following policy on vocational education:

Effective vocational education has traditionally been one of the fundamental goals of public education in this country. The concept of the school's responsibility for helping to develop each individual's capabilities for productive and responsible citizenship has long been part of the democratic heritage.

The State Board of Education calls attention to the new and heightened focus upon vocational education in terms of its significance for the economic strength and social stability of our society as a whole. The importance of both proficiency and flexibility within the total work force has been dramatically underscored by the current technological revolution. Increased emphasis upon equality of opportunity is reflected in increased recognition of the vital role of learning experiences designed primarily to fit individuals for gainful employment. Because of the importance of this function of the public schools in a rapidly changing world, there is need for imaginative new approaches, cooperative ventures among districts, and retraining of the unemployed and the underemployed.

Individual economic security will forever remain an illusion without opportunity to prepare for—and advance in—work careers, for all people, for all occupations, and in all locations.

**COMMISSION MEMBER**—Donald A. Bird has been appointed to the State Curriculum Commission for a term ending February 28, 1969. He is Dean of Graduate Studies and Professor of English at California State College at Los Angeles as well as institute leader for secondary school English teachers in both the city and county of Los Angeles and Ventura and Orange counties. In 1964 he was given the Outstanding Professor Award at CCLA and also was elected to Phi Kappa Phi. The University of Wisconsin granted him a B.A. degree (with honors) and M.A. and Ph.D. degrees. Before joining the faculty at CCLA, he taught at Ohio State University.

Dr. Bird is coauthor of *Patterns of Thinking and Writing* and of books 5 and 6 of *Your Language*. He is a member of the Advisory Board of *American Speech* and a member of the Linguistic Society of America, the Linguistic Circle of New York, American Dialect Society, American Name Society, Mediaeval Academy of America, Modern Language Association of America, National Council of Teachers of English, California Association of Teach-

ers of English, Conference on College Composition and Communication, and College English Association.

**READJUSTMENT EDUCATION**—Because of the passage of the Veterans' Readjustment Benefits Act of 1966, Public Law 89-358, the State Board has repealed old regulations and adopted new ones related to the training of veterans and other persons eligible for financial assistance under the act. Educational assistance allowances under the new legislation became available on June 1, and the State Board's actions have established the necessary regulations for eligible persons to secure the benefits in authorized institutions.

For more information regarding the new act, see the newly adopted sections to the California Administrative Code, Title 5 (1400-45) or contact the Bureau of Readjustment Education in the Department of Education.

**APPOINTMENTS**—The Board has made the following appointments to the committees and commissions indicated:

- *Commission on Equal Opportunities in Education*—Augustine Flores, Riverside, for the unexpired term of Y. Arturo Cabrera
- *Coordinating Council for Higher Education*—Mrs. Talcott Bates, Member, State Board of Education
- *Junior College Advisory Panel*—Francis N. Laird, Board of Governors, North Orange County Junior College District, for Baxter Richardson; also appointed James W. Keene as Executive Secretary of the panel
- *Science Framework Committee*—Paul DeHurd, Professor of Education, Stanford University, for Thomas E. Beall, Jr.
- *Teachers Professional Standards Commission*—Mrs. Kay Luhmann, San Leandro, for Joseph Palaia whose term expired

**CONTINUATION EDUCATION**—The 1965 Legislature amended certain sections of the Education Code for the purpose of increasing the responsibility of school districts for the operation of continuation programs (see Education Code sections 5952 and 7757). The Legislature also provided that a portion of the state apportionments may be withheld from school districts that fail to meet this responsibility. The State Board has adopted regula-

tions to carry out the intent of the Legislature (see Section 109 of the California Administrative Code, Title 5, as amended April 20, 1966).

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#### BOARD OF EDUCATION MEETINGS

July 14-15, Room 1194, State Building Annex, 455 Golden Gate Avenue, San Francisco; meetings begin at 9 a.m.

August—If meeting is to be held in August, it will be announced at the July meeting.

September 8-9, Room 1138, Junipero Serra Building, 107 South Broadway, Los Angeles.

October 13-14, San Francisco.

November 10-11, Los Angeles.

December 8-9, San Francisco.

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#### LIBRARY RESOURCES COMMITTEE—

At the request of the Coordinating Council of Higher Education, the Board has appointed Marvin Howell, Coordinator of School Library Research, State Department of Education; and John B. Dooley, Coordinator of Library Services, College of San Mateo, to serve on the Committee on Higher Education Library Resources. This 12-member committee has been established to sponsor studies and make recommendations for the improvement of library services for college and university students in California.

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#### Cadmium Hazard

Industrial arts and vocational education teachers in California are warned that cadmium used in brazing presents a hazard to the health of those who use it. The warning has been issued by Robert R. Johnson, M.D., Chief of the Bureau of Occupational Health.

Dr. Johnson said that a welder recently died as a result of brazing with an alloy containing cadmium. Although fewer than 20 deaths have been attributed to this type of alloy during the last century, the Bureau of Occupational Health has received information that increasing amounts of this alloy are being used in welding instruction and practice in classes conducted by schools.

For further information regarding the matter, contact the Bureau of Occupational Health, California Department of Public Health, 2151 Berkeley Way, Berkeley, California 94704.

#### California Education Article Wins National Award

*California Education* and Charles Dana Gibson, author of "Guidelines for A-V Education in a Time of Crises," which appeared in the November, 1965, issue, have won the Paul C. Reed Memorial Award for the best article in the field of audio-visual/instructional communications. Individual certificates were presented to Mr. Gibson and to Wayman J. Williams, Chief of the Department of Education's Bureau of Publications and Editor of *California Education*, by the Educational Press Association of America.



Charles Dana Gibson

The Educational Press Association, founded in 1895, is a professional organization of 500 editors of journals for teachers and educators. The 1966 EdPRESS Awards for Excellence in Educational Journalism represent the fourth annual evaluation of member publications. However, the Paul C. Reed award is being given for the first time.

Mr. Reed pioneered in audio-visual education. At the time of his death in 1964, he was Supervising Director of Instruction for the Rochester (N.Y.) city school system, and from 1947-64 he was Editor of *Educational Screen and Audiovisual Guide*. He founded the New York State Audio-Visual Council and the Rochester School of the Air, and he held offices in several national organizations.

Author Gibson has been Chief of the Department of Education's Bureau of School Planning since 1958. Past-President of the National Council on Schoolhouse Construction, he is one of the authors of *Guide for Planning School Plants*, the official handbook of the National Council on Schoolhouse Construction, and has published numerous articles in educational and architectural journals. Former teacher, supervisor, principal, and district superintendent in California public schools, Mr. Gibson has become internationally recognized for his extensive work in school lighting.



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## **CALIFORNIA EDUCATION**

Official publication issued monthly, September through June, by the California State Department of Education, 721 Capitol Mall, Sacramento, California 95814. Entered as second class matter at the Post Office at Sacramento, California.

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### **Calendar of Educational Meetings—July-August, 1966**

#### **July**

- 5-9—Secondary School Planning Institute, Sponsored by School Planning Laboratory and Educational Facilities Laboratories; Stanford University, Stanford
- 11-15—Future Homemakers of America, National Meeting; St. Louis, Missouri
- 14-15—State Board of Education; Room 1194, State Building Annex, 455 Golden Gate Avenue, San Francisco
- 14-23—Workshop in adult education sponsored by the Bureau of Adult Education, State Department of Education, in cooperation with the University of California Extension, Santa Barbara, and the California Congress of Parents and Teachers and the California Association of Adult Education Administrators; campus of University of California, Santa Barbara
- 29-30—Statewide Social Sciences Study Committee, Meeting of Panel Chairmen; Hilton Inn, San Francisco

#### **August**

- 1-12—Bill of Rights Teachers Workshop sponsored by the State Board of Education; San Fernando Valley State College (Government)
- 2-6—California School Employees' Association, 40th Annual Conference; San Francisco
- 8-26—Bill of Rights Teachers Workshop sponsored by the State Board of Education, San Diego State College (Education Extension)
- 15-26—Bill of Rights Teachers Workshop sponsored by the State Board of Education; University of California, Los Angeles (Social Science Extension)
- 22-26—Statewide Social Sciences Study Committee, Meeting; University of California, Santa Barbara

